

## Educational Supplement

FRIDAY SEPTEMBER 11 1987 NUMBER 3715

FIRST PUBLISHED 1910 PRICE 60p

Teachers' salaries in the US are rocketing with an average annual pay cheque of £16,500. But are the children of America taught any better? Bill Norris looks at the view from the back of the class

## The Rites of August



The financial Rites of August are concluded. Once more the salary cheques of American teachers have been laid bare to the public gaze, with the gratifying news that their average annual pay, nationwide, has now reached a record \$26,698 (£16,500). Next year, the American Federation of Teachers forecasts, it will exceed £28,000 (£17,300).

The latest increases are not only above the rate of inflation; they also mark the moment when the wages of the 1970s have been recovered and left behind. The Rubicon has been crossed. American teachers are now paid more in real terms than ever before. Hurray.

Not that this is likely to mean any cessation of the financial Rites of August. No other segment of the US work-force has its earnings so relentlessly publicized as the teaching profession, and the unions intend to keep it that way. The new goal will be parity with other professionals, doctors and lawyers, and they may get there yet. It is a noble ambition. Only the meanest cynic would dare to ask what message this constant money-grubbing on the podium is sending to the kids at the back of the class.

The union argument, though couched in more esoteric terms, is the familiar one that "if you pay pennies, you get monkeys". This may be true, though it ignores the fact that the extra money, for the moment, is going to the same monkeys who were hired for pennies in the first place. Sit them down at typewriters, and they may, or may not, succeed in writing the works of Shakespeare if the current rate of increase continues for a millionth of two.

There is certainly little evidence that the children of America are taught better, or taught more, than they were in the days of pedagogic poverty. Drop-out rates from high school continue to be alarmingly high; test scores stagnate, and schoolgirl pregnancy is setting new records for the civilized world. And this after four years of "reform".

The reform movement has had two main themes. One has been to pump more money into schools, mainly on teacher salaries; the other to raise standards with a "back to basics" approach. There has been much talk of emulating the Japanese, or even the French, in terms of academic rigour, but on inherent American distrust of elitism has held such trends in check.

What has emerged instead has been a sporadic strengthening of the curriculum and an obsessive insistence on testing — usually by multi-choice

standardized tests — at every stage of a child's education. Indeed, American children seem to take so many tests, it is a wonder they have any time left to learn anything.

There are those who claim that the "back to basics" movement has now run its course. Indeed, there are widespread fears that insistence on higher standards is merely encouraging a sense of failure among less able children, who are giving up and dropping out in increasing numbers. This is especially true in areas with a high proportion of Black and Hispanic children who, unless they can somehow be persuaded that education is worth while, are in danger of becoming a permanent under-class in American society.

It is dangerous to generalize, because there is no central policy controlling US education. The Federal role, never strong, has been diminished under the Reagan administration, and the individual states and counties who pay the piper are calling tunes of their own composition. Within this vast diversity there are admitted pockets of success.

Thus, South Carolina has seen its test scores

jump dramatically; students in California now learn far more science and mathematics; a scattered consortium of "essential schools", working on the TheodoreSizer principle of team teaching, smaller classes and greater individual attention, is slowly prospering.

But overall the signs are not encouraging. The two main teachers' unions, ideologically divided, are unable to agree on a national certification board for new entrants to the profession. Nor are they jointly happy about the new schemes for teacher career ladders and incentive pay, based on ability, which are now springing up. Their one meeting point is the need for more money in all their pockets. And then more.

Understandable though this is, it has delivered them into the hands of local politicians and businessmen who see education in terms of delivered results. They have provided the money — state spending per pupil has risen by an average of 17 per cent over the past three years — but they have insisted on setting the policy within the schools.

For all the learned reports urging greater

teacher responsibility and control over what is taught in the classroom, precisely the opposite has been happening. The teachers have their financial crisis, but some are realizing that in the process they have sold it. It is hard to argue with the laws of economics, especially in America.

The prospect of economic disaster, a feared weakening of the United States, has been the driving force behind school reform movement. Businessmen that without an educated workforce there will be no future, the deficit increase, and diminish. Give us, they say, kids who program computers or speak foreign languages. At the very least, give us kids who can write.

The view from the back of the class is different. The teenager who looks at the market, and sees little more than the passing of time, can be forgiven for seeing his importance to the corporate world as a joke. Why should he learn? What for him or her?

Education for its own sake? Education as a fuller, more satisfying life? Such are endangered species. Perhaps they require models: teachers for whom the job is a way of life, not a means to an end.

The average American high school student has no foot. He listens to the message of the day, that message tells him to get what he can, however he can, and get it now. And while the Rites of August show all too clearly, it does it too.

## NEXT WEEK

NATIONAL CURRICULUM  
Dr David Hargreaves sets out his agenda for the debate to be fought on the schools — and elsewhere — in the second of September

COMPUTERS/IT  
A new regular page of news, features and reviews

THE BILL  
How right and left-wing laws view the Baker's new legislation

PEOPLE'S HISTORY  
Rise and rise of a new discipline

## NOTICEBOARD

## PEOPLE...

Professor Peter Hall, professor of geography at Reading University, to be chairman of the Economic and Social Research Council from next June.

Mr Martin Shapard, senior assistant education officer for Sheffield city council, has been appointed chief education officer of the London Borough of Wallingford.

Mr John Kelly, principal careers officer for Tayside, Scotland, and president of the Institute of Careers Officers, has been appointed the careers service representative on the Manpower Services Commission board.

## CONFERENCES...

September and October  
The Historical Association is organizing regional conferences for teachers on the National debate on history in the core curriculum 5-16. They will take place at: Birmingham College of Higher Education and Hastings Teachers' Centre (Sept 19); University of Leeds (Sept 20); University of York (Sept 21); Bristol University, Northern School, Cambridge, and London University Institute of Education (Sept 22); University of Nottingham (Sept 23); University of Liverpool and Regent and Colman Phoenix (Sept 24); Division, Hull (Oct 3); and Birmingham Polytechnic, October 17.

Details and application forms for all conferences, except Leeds and Birmingham, from the Historical Association, 50a Kensington Park Road, London SE11 4JH. Details for Leeds from Geoffrey Mallock, School of Education, Leeds LS2 9JT and for Birmingham from Sue Bowdall, 6 Blackmore Drive, Birmingham B15 2JH.

Sutton Coldfield, Birmingham B75 7RN.

September 11-12

Theology of peace for those with an informed interest in theology and a concern for peace, at the University of Bradford. Speakers include Rowan Williams, Andrew Chester, Deborah Middleton, Frances Young and James O'Connell. The discussion will be concerned with deepening understanding, rather than preparing for action in the cause of peace. It should be of particular interest to teachers, members of peace groups, clerics, nuns and theologians. Fee £55 residential, £14 non-residential. Details from the conference administrator, continuing Education Unit, University of Bradford, West Yorkshire BD7 1DP.

September 23

Making UNSET work the planning, delivery and evaluation of short in-service courses on special educational needs in the light of grant related in-service training. Speakers include Peter Mittler, Colin Robson, Judy Sebbe and Mike Wright. Details from the INSET Unit, Department of Education, Manchester University M13 9PL.

October 3

Transference and counter-transference in educational therapy, organized by the National Association of Teacher Therapists and Teachers in Multi-disciplinary Settings, with Mary Pears, former principal educational psychologist at Hounslow SPS and Rick Emmerson, child psychiatrist at Hornsey Rise CGU. From 10am to 1.30pm at Epsom Teachers' Centre, Blackstock Road, London. Tickets at the door: £3.50. Details from Gill Eastaugh on 01-979 6542.

## PUBLICATIONS...

Sports coaching  
The Central Council of Physical Recreation has published a guide to national governing body coaching award schemes with information of 63 governing bodies operating almost 400 schemes. £2 from the CCRP, Francis House, Francis Street, London W1P 1DE.

## COURSES...

October 17  
Primary maths workshops organized by the East Midlands Mathematics Council, a regional group linked with the National Mathematics National Committee and the University of Leicester. There will be a choice of five workshops on the theme of Problem Solving and Investigations. Speakers: Leona Burton of Thames Polytechnic, EMMAC is a recently formed group of teachers, advisers and others interested in promoting developments in mathematics for the 3-13 age range, focused on the East Midlands. Details from Diane Green, Northampton Teachers' Centre, Cliftonville Road, Northampton, NN1 5BW.

October 21 and 24  
Courses of interest to teachers at the Commonwealth Institute. The first on Teaching about the Pacific Islands (October 21) is an introductory course with workshops designed for primary and secondary teachers in preparation for the Commonwealth Institute's Pacific Focus 1988. The second (October 24) on French in the Commonwealth: practical study day (for teachers of English) aims to provide practical ideas and

resources for teaching about the language, literature and cultures of French-speaking countries belonging to or associated with the Commonwealth. The course will be in English. Fee: £12.65 per course. Details from Maggie Butler or Indira Nandhi at the Commonwealth Institute, Kensington High Street, London W8 6NQ. 01-633 4535, ext 255 or 267.

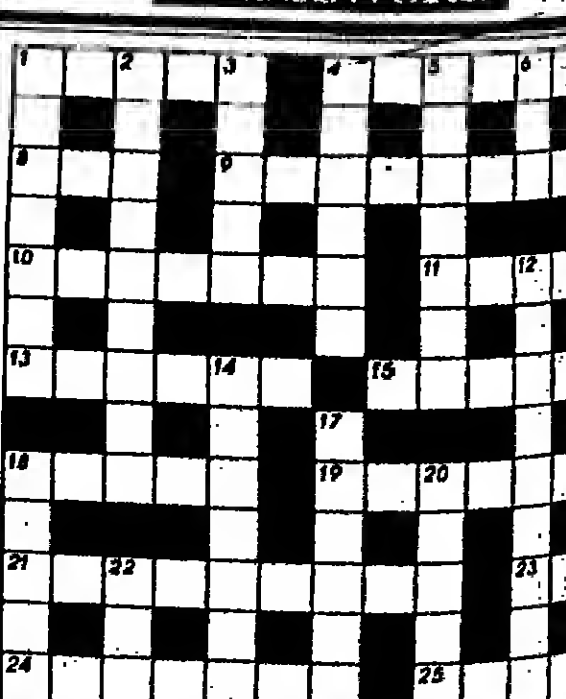
Information...  
Training essay award  
The National Training and Development essay award organized by the Institute of Training and Development. This year's theme is The implementation of new technologies and their effect on human resource development in the coming decade. Winning essays will be published in the ITO journal, Training and Development. Details from Philip Harwood, Essay Award Secretary, Institute of Training and Development, 5 Boring Road, Beaconsfield, Bucks HP9 2NX.

## ACTION FOR BIRDS

An awards scheme for young people who have improved the environment for birds, wildlife and people has been launched by the Young Ornithologists' Club. The junior section of the Royal Society for the Protection of Birds. Suggested projects include digging a pond, putting up a bird table in the garden, or setting up a local nature trail. Tasks will qualify for bronze, silver or gold award certificates. Details from YOC Action for Birds, The Lodge, Sandy, Bedfordshire SG19 2DL. Please enclose a self-addressed manila envelope.

Across  
1 Change of clothing (5)  
4 The S African flag (7)  
5 Desert animal (3)  
6 He teaches the student body (9)  
10 Stretch of river occupied by swamps (7)  
11 Instruction book (5)  
12 Vessel among the waves perhaps (6)  
13 Rarely taken walk (2-4)  
14 Had the intention of making a full turn (5)  
15 Possibly found about Easter (immortal) (7)  
16 Shopkeeper and master of disguise (5)

## No 321 CROSSWORD by R



Down  
1 An instrument of Eve's downfall (7)  
2 A city in position for a prospective schoolmaster (12, 5, 4)  
3 School transport (5)  
4 Extremely ragged (4)  
5 Full in money market (17)  
6 It will be in great winter splendour (11)  
7 Moving stage (5)  
8 The judge of a religious (13)  
9 Such a word as a divine (10)  
10 Another word for a be of one (3)  
11 The judge of a religious (13)  
12 The judge of a religious (13)  
13 The judge of a religious (13)  
14 The judge of a religious (13)  
15 The judge of a religious (13)  
16 The judge of a religious (13)  
17 The judge of a religious (13)  
18 The judge of a religious (13)  
19 The judge of a religious (13)  
20 The judge of a religious (13)  
21 The judge of a religious (13)  
22 The judge of a religious (13)  
23 The judge of a religious (13)  
24 The judge of a religious (13)

## GCSE adding five hours to working week

by Sue Surkes

Many teachers are working an extra five hours a week to keep up with the demands of the GCSE, according to a survey by local authority inspectors. And they may have to put in even more hours once fourth and fifth-year groups are simultaneously following exam courses.

The report, prepared by inspectors in Kent, catalogues teacher supply problems and shortages of books, equipment and accommodation.

Among its 14 recommendations, it says the authority should consider the allocation of extra funds and the running of special evening and weekend in-service training, for which teachers would be paid extra.

The report, which is based on a study of nine secondary schools in June and an earlier survey of a further 20 schools, says the vast majority of Kent teachers are approaching GCSE in a positive and enthusiastic way. But it says they are having to spend a substantial amount of time on the preparation, presentation and assessment of work in circumstances that are often "far from ideal".

In one school, it had taken 12 hours to produce a four-year exam paper for one subject. The inspectors say that in English, processing coursework files for moderation could take up to 60 hours for a year group of 120 to 140 pupils.

Teachers' attendance at in-service courses or training sessions for examiners and moderators had resulted in considerable disruption, the inspectors found. In one large boys' prep school with a teaching staff of 57.6, some 1,314 teaching periods were lost to GCSE and GCSE-related training

between June last year and May.

The inspectors recommend that the authority considers running GCSE in-service courses in the evenings and at weekends, paying teachers who attend. The impact of this in the light of recent legislation on pay and conditions is not yet clear, they add.

County-run in-service courses had, in many cases, been oversubscribed, the report says. But there was considerable criticism of the training so far provided by the examining groups, some of which had not yet appointed moderators.

Many heads had problems finding supply teachers. Those who were employed were often unable to teach the required subject and had no training in GCSE methods.

Teacher shortages, particularly in maths and science, also meant non-specialists frequently taught in years one to three.

Class sizes presented further problems. In some subject areas, the teacher-pupil ratio was 1:30 and in one case it was 1:34. In years one to three, classes were often too big to adopt the new approaches demanded by GCSE.

On the other hand, some traditional classrooms were too small for the new initiatives.

The inspectors noted a "serious shortfall" in textbooks in many subjects and said an extra £200 to £300 would be needed per subject department to provide at least one textbook per pupil in the fourth and fifth years. Most of the books currently in stock were inappropriate for GCSE and suitable books had yet to be printed for computer studies and other subjects.

## Bid to ground appraisal pilot fails

by James Meikle

One hundred Cumbrian teachers will voluntarily undergo appraisal this term under a pilot scheme that is being officially boycotted by unions at a national level.

Members of the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers are taking part to the embarrassment of their leaders, who pledged non-cooperation in both this and five other pilot schemes in protest over the government's suspension of negotiations.

Mr Terry Bickler, Cumbria NUT secretary, said: "We are not defying the national union. We are honouring a

local agreement that was made before the dispute started. I am sure there will be progress in Cumbria, but to be effective there has to be progress in other pilots because we need to see the value of the different schemes."

The NAS/UNWT locally is more divided on the issue, but a number of members have volunteered for appraisal and others are taking part in whole-school reviews — a study of needs, aims and objectives that precedes the individual appraisals.

Cumbria has already given training to both appraisers, mainly heads and deputies, and about 100 teachers to be appraised at eight primary schools and two secondary schools.

Hundreds of teachers will be appraised over the next two terms as 20 more schools join the scheme.

The NUT and NAS/UNWT are likely to stress that the Cumbrian pilot is being supported by individuals, but there will be some concern at their members going it alone — particularly when the national steering group is perusing the pilots next week with neither union represented.

## Staff shortage hits business

by Ian Nash

Business studies is likely to be declared the next "shortage subject" by the Department of Education and Science, despite a 37 per cent increase in the number of applicants for POCE and BED business teaching courses this year.

Mr Michael Richardson, assistant secretary to the Teaching as a Career Unit, set up to monitor and improve recruitment, explained: "There is a healthy increase, but not compared with the extent of the shortfall of teachers in classes at the moment."

There were 382 applications for business studies compared with a target of 353. But, Mr Richardson

pointed out, only 278 applied last year. Latest figures show a 63 per cent increase in applications for physics teacher training, 40 per cent for mathematics, and 67 per cent for craft, design and technology. Applications for the present shortage subjects are up about 140 per cent on the DES targets for this year.

Commenting on the overall upturn in the applications for teacher training, Mr Richardson said: "It looks as though it is not just the £1,200 bursaries that are having effect. There is a general recovery."

News Focus, page 18

## THIS WEEK

COMMENTARY  
PRIMARY SCHOOLWORK  
BUSINESS NEWS  
TEACHERS  
BACK  
NEW BOOKS/ARTS  
CURRICULUM  
ONLINE COLUMN  
CROSSWORD  
CLASSIFIED

Hargreaves on the curriculum  
4

Parent choice in Dawsbury  
5, 11

Some of our teachers  
6

Future of the schools TV  
7

Teachers' salaries  
8

GCSE adding five hours to working week  
9

Staff shortage hits business  
10

THE TIMES NEWSPAPERS LIMITED, 197, Tottenham Court Road, London W1P 0LP. Printed by The Times Newspapers Limited, 197, Tottenham Court Road, London W1P 0LP. The Times Educational Supplement is published weekly, except on public holidays, by The Times Newspapers Limited, 197, Tottenham Court Road, London W1P 0LP. The price of the supplement is 60p. The subscription price of the supplement is £12.00 per annum in advance. Single copies are available for 10p. The supplement is published by The Times Newspapers Limited, 197, Tottenham Court Road, London W1P 0LP. The price of the supplement is 60p. The subscription price of the supplement is £12.00 per annum in advance. Single copies are available for 10p. The supplement is published by The Times Newspapers Limited, 197, Tottenham Court Road, London W1P 0LP.







## PLATFORM

The education service now has less than three weeks in which to respond to Kenneth Baker's national curriculum proposals. Here, Dr David Hargreaves identifies the issues to focus on and suggests an agenda. The debate will continue in *The TES* during the coming weeks

# Getting the mixture right

Nowadays I rarely meet a teacher who does not subscribe to the view that all pupils should, between the ages of 5 and 16, follow a broad and balanced curriculum. This is a measure of the success of the debate about the school curriculum over the last decade: there is a consensus about the general principle. Is it therefore necessary for central government to introduce a national curriculum? I believe it is.

First, the general commitment to a broad and balanced curriculum for all has not been turned into a practical reality in many schools. In too many it is easy to find pupils whose curriculum is neither broad nor balanced: elaborate option schemes with a very small core still abound for fourth and fifth years.

Second, the consensus is only skin deep. There is considerable disagreement about which subjects should be in the compulsory curriculum and even more about the time that should be allocated to each. Third, local education authorities under pressure from central government began to develop appropriate curriculum policies but they have failed to come to the collective agreement which could have been the basis for a voluntary national curriculum.

But to concede that a national curriculum is desirable and necessary is not to concur wholeheartedly with the Secretary of State's specific proposals. Here are some of the issues which I believe ought to be debated, as fully as possible in the short time allowed, if we are to generate a worth-while national curriculum that avoids some of the many dangers inherent in this centralist initiative.

## Will the national curriculum contain what it should?

The Secretary of State says that he does not wish to prescribe in the legislation how much time should be allocated to each compulsory subject, but his "illustration" covers 75 to 85 per cent of available time, depending on how much time is given to science and religious education has to be added to this.

The commitment to science for all is applauded. But if it is to be "balanced" science in secondary schools, then it will need 20 per cent rather than 10 per cent of curriculum time, and this will reduce the time available for options. I welcome the compulsory "technology" which is never defined, but one trusts it will include craft, design and technology and/or computer education. But will there be enough qualified primary and secondary teachers for this ambitious programme?

The arts are given short shrift: drama, dance, film and media studies seem likely to become the poorest of poor relations. Ten per cent is too little for a balanced education in the arts. Teachers of the arts may well pay a severe penalty for their failure to promote "balanced arts" to match the co-operative approach of science teachers.

Other subjects, such as home economics, health education, economics and careers education, will be marginalised. No Secretary of State could get the curriculum going into the public pint pot very easily, but the "illustration" does not look very flexible.

## Will the curriculum have the right structure?

The guidance is largely couched in terms of the conventional disciplines or subjects and potentially opens up a fierce battle for time (and resources), especially in secondary schools, and in consequence a perceived hierarchy of importance. This may well weaken some of the most recent imaginative curriculum development, mainly school-based, on modular structures with their potential for cross-disciplinary work and for movement away from the conventional secondary school timetable.

Since attainment targets are subject-based, there will be pressure against much recent innovation, which was drawing many schools closer to the best further education practice and developments arising out of the Certificate of Pre-Vocational Education and the Technical and Vocational Education Initiative. Ironically, this will weaken, not strengthen, progression and continuity into post-16 education.

It might also weaken some of the best schemes of integrated primary education. Indeed, the consultative paper has obviously been drafted by those who have little knowledge or understanding of the primary curriculum, for which, thankfully perhaps, no

## Will it have the right conception of achievement?

This is impossible to predict at present, but there is a real danger, because of the testing programme at 7, 11, 14 and 16, that there will be a simple reversion to a focus on content, rather than processes and skills, on memorization of facts and propositional knowledge, and on written forms of communication.

The wider one's conception of achievement, the more costly it will be to test. Can we be confident that the potentially huge costs of the testing programme will be sufficiently generous to include what most of us now consider to be an appropriate conception of achievement in a system that is comprehensive from 5-16? Given that the results of the tests are to be made public, at the level of the individual school and the I.C.A., how soon will it be before teachers are teaching to the tests? What will the effects be if the tests are relatively crude measures of achievement narrowly defined?

In its recent report on education in West Germany, HMI note that, in spite of high levels of achievement, German pupils have relatively few opportunities for practical, observational and investigative activities. May

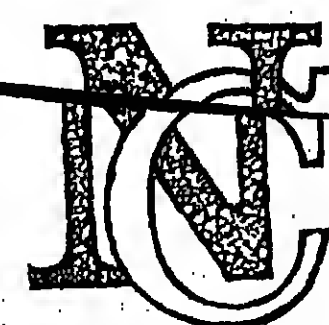
schemes of graded assessment. We have moved far from the original plans for simple graded tests to schemes which reflect considerable advances in curriculum planning as well as methods of assessment.

When pupils can progress not in relation to predetermined "norms" but in their ability and achievement within a context of high teacher expectations and can accumulate the credits, motivation is enhanced. Will the scheme for national testing reflect this? I am optimistic that the subject working groups and the task group on assessment and testing will not ignore these gains.

It may be significant that in West Germany, where the teachers are trusted professionals with high status and salaries, the investment has been not in expensive examinations and testing industry, but in improving the teachers' own capacities in the field of assessment. This is worthy of emulation surely?

## Will the proposals make schools more accountable?

Yes, in the sense that parents will know more about the curriculum than most now do, and they will have the



## OPEN FORUM

Next week *The TES* will devote four pages to the views of headteachers, education officers and other curriculum experts

we not be putting at risk one of the burgeoning strengths of our own system?

## Will the system of targets improve levels of achievement?

This may well result, especially in schools (and they exist) where neither teachers nor pupils have clear and explicit targets to aim at. But there is a danger that we shall be redefining children according to the targets they reach - a 7 plus and 14 plus and revived 11 plus as well as a 16 plus. This might lower teachers' expectations of some pupils rather than raising them as the Secretary of State hopes, and he is right that higher expectations are crucial to improved achievement. Would not some schools consider that rigid streaming is the appropriate new form of organization, thus resurrecting old barriers to equality of opportunity?

I certainly wonder whether sufficient account will be taken of the school's situation in the context of the results of their child's performance in the nationally prescribed tests, as well as those of the class, the school and the I.C.A. Whether or not parents will set these results within the more holistic account of the child's regular reports from teachers is another matter.

Will there soon be "league tables" of the different performances of schools and I.C.A.s? Will the effect be to raise the levels of the lowest performing? Will the league tables be just? Will they, as surely they should, also be adjusted to take account of the characteristics of the school's intake? If not, will this lead to a movement of some children towards higher scoring schools, with inadequate justification? Will this stimulate a movement towards private education?

This last question is an important one when we remember that independent schools will not be required to follow the national curriculum or to apply the national tests - and this breathtaking exclusion of private schools violates the claim that the curriculum is a national one.

## Will the changing balance of power between central government, the I.C.A. and the schools have consequences?

There is no doubt that the recent pending legislation represents a decisive act of centralization. The new School Examinations and Assessment Council will have powers to approve all syllabuses and examinations in the with guidance from the Secretary of State. Governing bodies have also recently been given greater powers. The loser has been the I.C.A.

Within these changes lie the seeds of the new round of reform. Shall we soon see the end of elected local education authorities? Will the education service soon move to the health service, with regularity of the health service? Will these be supportive professional agencies or simply local extensions of the Department of Education and Science? The intelligent observer will have an eye on tomorrow's agenda as well as today's.

The national curriculum represents a great personal leap forward for Kenneth Baker. The crucial question is whether or not it represents a leap forward for our schools, our pupils and our teachers. It is vital that the professionals in education continue to be fully and coherently involved in this process of rapid change and do not engage in self-indulgent hand-wringing or thoughtless denunciation which will bring no credit to us, and more important, exert no influence.

Our views must be clear and forthright and with the interests of pupils at the heart of the matter. We must not self-protection in the face of what we shall have to ask ourselves questions that are searching and speculative, and seek answers unclouded by present prejudices which sometimes need themselves to be challenged.

For my own part I do not find it easy to reach instant conclusions. But I hope that everyone, including the Secretary of State, will not forget that the raising of standards will depend not only on a national curriculum, but also on a teaching profession that is respected and fairly rewarded, schools that are able to plan their future and development with confidence and security, schemes of staff development and INSET that are generous and funded to support the acquisition of new skills.

Without these, schools and the main engine more effective and the justification of the national curriculum will go down in history as the mere rhetoric for unnecessary centralization.

In its report on curriculum and assessment in West Germany, HMI concludes that "the system works because virtually everyone is involved in determining what the process should be". I hope Mr Baker remembers that so. This should apply to the process as well as the outcome of our own reform.

Dr Hargreaves is chief inspector of the Inner London Education Authority. The views expressed are entirely personal to him.



The commitment to science for all has been applauded but the arts seem set to become the poorest of poor relations

D	I	A	R	Y
I	A	R	Y	
A	R	Y		
R	Y			
Y				

## Nosing ahead

Earlier this year I had an interesting answer from Mr Walter Ulrich to a question I posed when he was about to retire as deputy secretary at the Department of Education and Science: What was he going to do with his spare time?

"Oh I'm looking around for the odd £80,000-a-year directorship," he cheerfully stated.

I made a note of that reply because a senior former Labour MP had told me that Mr Ulrich was *persons non grata* with the chaps who go around offering £80,000 sinecures in ex-man-darins.

During his 10 years as number two at the DES, he gained a reputation as the sort of civil servant who got up the nostrils of Mrs Thatcher. He was always considered a little odd in that he consistently supported comprehensive schools, even sending his own child to a state school - not the done thing in the upper echelons of Whitehall.

I mention this because I have just discovered that Mr Ulrich has been hired by the Inner London Education Authority to conduct an investigation into asbestos at a Southwark primary school.

He is, without doubt, an excellent choice, but it's hardly the City and it won't be paying anything like £80,000.

Idea: the reason for appointing Mr Ulrich is that the cost-conscious leadership at County Hall is fed up with the high fees charged by the O.C.s who often head these inquiries.

## Midday rumination

They have a funny way of doing things in Leicestershire. Some officer had the bright idea of paying sixth-formers to supervise the younger pupils during lunch breaks. Labour and Alliance councillors joined forces to out-vote the Tories on the hungry council and the proposal was lost.

In other local authorities, that would be that, but not in Leicestershire. We will almost certainly be looking at the idea again, an official told me.

I asked him to explain. "Don't you know about the five-member motion?" No, I did not, and I suspect that few of you do either. It works like this. If any five councillors don't like a decision taken by a "lower" committee (like education), they can insist that it be discussed again at a "higher" one (the full council).

It sounds odd because it makes "lower" committees redundant. They might as well abolish them and just have full council meetings. With the savings they could pay teachers to supervise and leave the sixth-formers to get on with studying.

## Honour bound

Spare a thought for Tony Miller. West Midlands executive member of the National Union of Teachers, who may pay for proving there is still honour in teacher union politics.

He won his seat on the executive when his predecessor, Mr Gordon Oxaen, went on to higher things - promoting, perhaps rashly, to vacate it when Mr Green's NUT presidential round came to an end. As it was thought Mr Green might secure a full-time union appointment, it appeared Tony would never have to keep his promise. But sadly no postals fall vacant and now he has.

All was not lost, though. As an active member of the union's Broad Left, he secured their backing for this year's election for the presidency.

## Acronym

Mr Hargreaves is chief inspector of the Inner London Education Authority. The views expressed are entirely personal to him.

## NEWS



Protesting parents were turned away by the head, Gordon Hirst (inset)

Jeremy Sutcliffe looks at the issues behind the row in Kirklees this week where parents refused to send their children to a school with a predominantly Asian intake

# Flashpoint for parental choice

A little over a week ago, on September 2, a determined band of white parents led 26 children into Overthorpe junior school in Dewsbury, West Yorkshire. In doing so, they walked into the eye of a storm which has been brewing for decades.

They were allowed into an empty classroom by the head, Mr Gordon Hirst, who immediately contacted Kirklees's principal education officer, Mr Ian McWilliam. Under orders, the head told the protesters and their children to leave.

Minutes later, the expelled parents resumed their protest in the school playground, waving placards and pledging to continue their action until their children were allowed admission.

It was hardly an auspicious start to the new term. For the school's head of long standing, Mr Hirst, who knows personally many of the parents he turned away, it was a particularly sad occurrence, leaving him caught in the middle of a controversy which mixes the issues of politics, parents' rights and, inevitably, allegations of racism.

It all began when Kirklees education committee turned down requests from the parents of 39, mostly white, children for places at Overthorpe. Instead, they were offered a place at Headfield middle school, where 85 per cent of the pupils are of Asian descent. They were also offered the alternative of several other schools in the area.

They appealed, and 13 of the children were subsequently offered places at Overthorpe. The remaining parents were that bound, under the terms of the 1980 Education Act (sections 29 and 7), to accept one of the alternatives.

They have been disappointed by the Education Secretary's refusal to intervene as it appears to have undermined their chances of reversing the authority's decision.

In making his decision, Mr Kenneth Baker said his scope for intervention was limited. Although empowered to act under section 68 of the Education Act 1944 if he believed an authority was acting unreasonably, and section 99 if it were in breach of a statutory duty, he concluded: "I can see no grounds for concluding that the authority has acted unreasonably in the strict sense that the Courts have interpreted the word, that is to say in a way which no sensible authority acting with due appreciation of its responsibilities could decide to act."

He also concluded that the authority had acted in accordance with its prescribed admissions and appeals procedures.

The way is still open for the parents to make a further appeal, by seeking judicial review, but it seems unlikely they will succeed.

But the issue does not end there; indeed, it may just be beginning. The Dewsbury case, which comes only weeks after the Government issued its consultation document on "open enrolment", promises to be the first of a series of playground protests from parents demanding unfettered choice of schools for their children.

Significantly, for areas like Headfield a catchment area, the legislation being planned by Mr Baker could be the final part of a racial polarization which has been gathering pace in some inner city schools for decades.

In the Headfield catchment area, immigrants mainly from India, Pakistan and Bangladesh settled during the late 1950s and 1960s to fill labour shortages in Dewsbury's then flourishing textile mills.

At the same time, substantial numbers of white families moved out to surrounding suburbs, gradually producing areas where the community was overwhelmingly Asian.

It was to avoid fears of overwhelmingly black or Asian "ghetto" schools that the Conservative Education Secretary, Sir Edward Boyle, in the early 1960s introduced the policy of "bussing" children out of their own area if the indigenous population fell below two-thirds.

But the policy proved controversial. After being carried out for several years in such areas as Bradford and Ealing, it was outlawed in 1968.

Since then schools have sprung up in which ethnic minorities have become majorities; in some cases, virtually 100 per cent Asian or black.

This has happened in the case of two of the three primaries which feed Headfield and Overthorpe middle schools. The third primary is overwhelmingly white and many children go from there to the predominantly white Overthorpe school.

Most of the parents of the 26 children are working class and, like the local Asian community, have to put up with relatively high unemployment, deteriorating housing and other symptoms of inner city decay.

Local vicar and chairman of Headfield's governing body, Father Russell Ashworth, has lost 70 per cent of his congregation, many of them white, in recent years.

Not surprisingly against this background, tensions have developed. Stories have been spread about Headfield school (for example, that it does not celebrate Christmas, and children make chapatis on Shrove Tuesday instead of pancakes) which have brought counter accusations of racism. These have been denied by the school, the I.C.A., and the local diocesan board, who say multicultural education, including the teaching of Christianity, is provided in the same way as most state schools.

The allegations that their motives are racist are denied by the parents, who say their objections to Headfield are cultural, not racial.

But whatever motivates their protest, it is clear that by promising "consumer choice" to parents, Mr Baker has unleashed powerful forces which could lead to conflict.

More significantly, the open enrolment policy of compelling schools to recruit to their physical capacity, which I.C.A.s have already condemned as inefficient and expensive, could lead to a massive increase in black-only, Asian-only, and white-only schools.

It is this potential spread of racial segregation, ostensibly in the name of parental choice, that is now worrying many educationists.

Already, predictably, politicians and the associated sub-individuals, pressure groups and radical thinkers

have taken sides. Mr Ray Hnneyford, the Bradford headteacher who opposed his authority's multicultural initiatives, has cited the case as a reason to allow parents of denominations other than Christianity to set up their own schools.

This view is shared by separatist groups within the Muslim community. Mr Rizvi Shahid, secretary of the Bradford-based Muslim Parents' Association, has sympathized with the Overthorpe parents. "Our children are at the same disadvantage because the state system makes no provision for Islamic teaching or our moral way of life, our culture or our heritage," he said.

But other Asian organizations, including the influential Council for Mosques, which represents 33 Muslim groups in the Bradford area, support multiracial education. "If white parents do not wish to mix with Asians and Asians do not wish to mix with white children that would be a tragedy," Mr Faquir Mohammad, its general secretary, said.

Whether that will be one outcome of Mr Baker's new policy remains to be seen, but the Dewsbury case is an important signpost for those who do not wish to go down the road of segregated schooling.

# NEW GCSE COURSES

## and GCE 'O' & 'A' Level by distance learning

### New GCSE Courses:

- ★ can be used by schools for Supported Self Study.
- ★ are designed for a wide ability range of students.
- ★ fully prepare you for all exam requirements.
- ★ put you in phone and postal contact with the same tutor throughout.
- ★ exempt external candidates from "continuous assessment".
- ★ enable you to obtain grade on basis of exam alone.

Long established GCE 'O' & 'A' level courses available in a wide range of subjects. Many thousands of successful students. 'O' level remains open to external candidates until January 1989.

Courses also available for University of London BA, English, BD, BSc Econ, LL.B, University of Warwick MBA.

Free prospectus from: The Registrar, Dept. BB9, Wolsey Hall, Oxford OX2 6PR. Telephone: (0865) 52200 (24 hrs)

Name: \_\_\_\_\_ Address: \_\_\_\_\_

Course of interest: \_\_\_\_\_ Dept. BB9

PROFESSIONAL ASSOCIATION OF TEACHERS

THE ONLY NO STRIKE UNION

welcomes Teachers Lecturers Student Teachers

Write to: Professional Association of Teachers, FREEPOST, Dept. EW, 99 Friar Gate, Derby DE1 1GB



## PRIMARY

# Baker joins village tug-of-war contest

by Sarah Bayliss

A three-teacher school in Devon is the unlikely setting for an important test of parents' and governors' growing power.

The battle is over the appointment of a redeployed teacher to the reception class at Burslembe Church of England primary school near Tiverton.

Drawn up on one side, supporting the appointment, is the chief education officer, Mr Joslyn Owen, and his primary advisers. The governors interviewed the teacher, Mrs Josephine Baron and agreed to her appointment, but claim they were "brow-beaten" by an adviser into accepting a teacher they didn't want.

The governors are supported by a parents' action committee which was formed in the spring following the county's refusal to reappoint their favoured "candidate", a probationer who had been on a temporary contract.

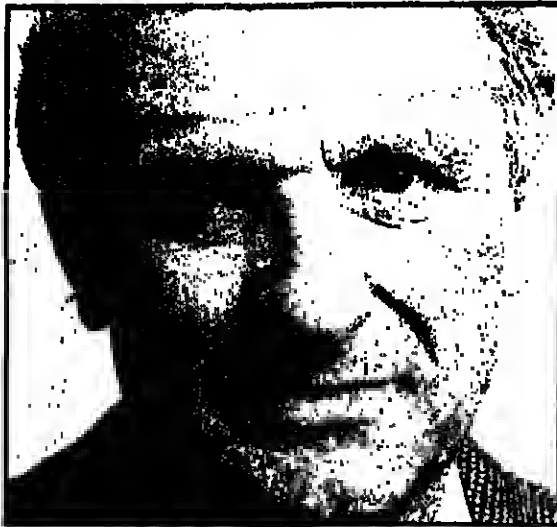
They have been busy lobbying county councillors. But now they have been joined by none other than Mr Kenneth Baker who stepped into the fray the day before term started, stating that Devon had acted unreasonably.

Last week a letter from his advisers directed the county's chief executive to "bring to an end the proposed redeployment of Mrs Josephine Baron". The penultimate paragraph warns the authority about using powers it has under the Education Act which cover all voluntary controlled schools like Burslembe. These allow the county to require that a vacancy is filled and that a person nominated by the county fills it.

"In the exercise of any of their powers," says the letter, "the Secret-



Kenneth Baker: supporting the governors



Joslyn Owen: In the opposite camp

ury of State expects the council to give full and proper weight to all the views of the governors of that school and, where appropriate, the headmistress of that school."

This week Mr Owen said he had no intention of disobeying the DES directive. Mrs Baron was still on the staff of the Heathcoat First School in Tiverton and a supply teacher was covering the reception class at nearby Burslembe.

However, he added that on September 29, at a full meeting of the education committee, he would explain the "old-fashioned articles of government" and ask whether or not councillors wanted to use them to appoint Mrs Baron.

So far this year his administration

had redeployed 167 out of 190 teachers who were considered surplus; in some cases they had been nominated to a school by the authority and the governors had not been consulted.

"We've been in big financial trouble over staffing," Mr Owen said. He added that Mrs Baron's teaching record showed nothing to her detriment and that the only objection he knew of which had been raised by the Burslembe governors was that she hadn't had sufficient experience with very young children. Prior to volunteering for redeployment Mrs Baron had been teaching six to nine-year-olds.

Mrs Ann Walter, a local JP and chairman of governors at the school, told *The TES* this week she was

"furious" about the county's attitude. The governors and parents had wanted to recruit a probationary teacher to the reception class job after she had worked successfully for a year on a temporary contract. This had been turned down at Shire Hall and only one teacher - Mrs Baron - had been sent for interview.

"We had no references or information about her professional background. We decided she was unsuitable for our school but we were told we jolly well had to have her."

Mrs Walter claims that after the interview - conducted by herself, the local vicar, who is deputy chairman of the governing body, and the headmistress, Miss Lorraine Pongilly - they spent "two hours" arguing against the

appointment with the adviser. She says they were told that the county would appoint over their heads or send a secondary school teacher to the reception class.

"It sounds ridiculous in retrospect but we had been so brow-beaten we felt that recommending this candidate was the lesser of two evils."

The next day Mrs Walter wrote to Mr Owen saying she could not "condone what had happened" and she did not want the appointment confirmed by the county.

Mr Owen says he received the letter but several days later wrote to Mrs Baron offering her the job. It is that action that has been deemed unreasonable by the Secretary of State.

"It's my old-fashioned bit coming out," Mr Owen explained. "I think when you offer someone something and they accept, that's it - isn't it?"

Mrs Walter subsequently took the case to Mr Robin Maxwell-Hyslop, Conservative MP for Tiverton, who referred it to the Attorney-General, Sir Patrick Mayhew, saying that it was a case for judicial review. Sir Patrick said to have found a case to answer but referred it to the Education Secretary.

Meanwhile, in Burslembe this week, Mrs Rema Todd, chair of the parents' action committee, said: "There will be outrage down here if they appoint over our heads."

Some children in the reception class have had six different teachers over an 18-month period but under the temporary provisions there had been stability and a "noticeable improvement" in children's learning.

Mrs Baron told *The TES* she was not available for comment.

Michael Stoten, the new chief education officer of London's most strife-torn borough, tells Barry Hugill how he is tackling his formidable assignment

## Brent's counsel

I began by asking Mr Stoten if he was mad.

It was not an inopportune question. Some months ago, before he took up his appointment in Brent, I spent a pleasant evening in the company of a number of youngish education officers. All were ambitious and there was much talk about job vacancies. We touched on Brent and there was unanimity that only a lunatic would apply.

"Maybe I do need my head examining - I thought long and hard before deciding to come here," replied the former assistant director of education for Coventry. "I suppose that I wanted to test myself and Brent will do just that."

Everyone knows about Brent. About Miss McGoldrick, the teacher shortage, the "loony left" council, the damning (in some parts) HMI report of earlier this year. Was it, is it, all true?

Not for one minute did I anticipate a comment on the McGoldrick case or the political complexion of the council and I didn't get one. But on HMI he was forthcoming. "I accept what they said."

Now given that they had said that

education in Brent was pretty lousy this was an interesting admission. Would he please elaborate?

He did and we chatted about the quality of education on offer in primary schools. HMI said it was "flat", with low teacher expectations of pupils. Mr Stoten was not sure that this was absolutely fair because he has visited a number of schools and has been impressed by the teachers.

However, a major problem, identified by the inspectorate, was lack of suitably qualified teachers. Although Brent had an excellent pupil-teacher ratio many of the teachers were in the wrong place and teaching the wrong subject.

Mr Stoten said that this was no longer the case in the primary sector.

"We have created a special task force of officers charged with recruiting teachers. They have done this by making links with the colleges and conducting interviews there rather than at the office. And we have recruited from all over England, Wales, Scotland and Ireland. We no longer have vacancies."

It was not true, he continued, as the press would have people believe, that



Michael Stoten: wants maximum community involvement

teachers are deserting the borough. "We have examined the figures and our turnover rate, about 16 per cent, is no worse, and in some cases better, than the other London authorities."

There are still problems. Teachers are not getting paid, or getting paid late, or receiving the wrong amount. Many of the new recruits are in temporary accommodation. What was he going to do?

These are administrative problems that should not arise, he said. Teachers should always be paid on time. The administration of Brent is a mess and it will take a while to sort out. Sorting it out is what he intends to do.

The administrative problems are made worse by a lack of staff. Mr Stoten is short of three deputy education officers and does not have enough assistant education officers. The problems are at their worst in the section dealing with teaching staff.

The building in which the education department is based could also be better. "I don't want a posh office suite for myself but this is a depressing place

for the public to come to and one of our jobs is to be more welcoming to the community."

He is right. I experienced some difficulty in getting to his office because of the exceedingly long queue - winding its way out of the reception down a flight of stairs - of youngsters making enquiries about their 1987/88 maintenance awards.

There were hundreds of them and only one, overworked, young man to deal with them. I pulled rank and pushed my way to the front but I think that if I had been a 17-year-old, or a parent, I might have gone home in disgust.

We turned to the events in Dewsbury. "Of course it could happen here. I am sure we shall see it repeated in other parts of the country."

The Dewsbury parents are worried about the "cultural" changes brought about in schools when the majority of pupils are not white. Brent had received a great deal of very bad publicity over its plan to send in teams of "race advisers" to ensure that the

curriculum accurately reflects the multicultural intake of schools. How had the advisers been received?

"We have budgeted for 78 advisers and 55 are now in post. We are getting a very positive response now that heads understand better what they are doing. Remember that the reporting about them in the papers was scandalous and people got the wrong idea."

With luck, and good management, he will avoid a Dewsbury but how would he cope with a school wanting to opt out of the local authority under Mr Baker's proposed law? It is not secret that the Minister would be delighted to see parents in left-leaning L.E.A.s going it alone. Was he worried?

"Of course I am. Apart from anything else we are beginning on a secondary reorganization programme and any school opting out would be a real blow."

He thinks, perhaps, "hopes" is a better word, that by involving the community more directly in schools they will see the value of remaining with the local authority. He says that there is a fallacy that greater parental involvement means more parents on governing bodies or attending meetings.

"But it is much more than that. It is about making the school and the community part of a whole. In Brent we want maximum involvement."

It's some task but he is confident it can be done. Brent has a long, bloody history but in his few months in the job he has had a number of meetings with the teacher unions, with heads and with individual teachers and he believes that they are going to be able to work together.

Before I leave he tells me a story. At the Council of Local Education Authorities conference in July he sat next to his nearest predecessor, Dinah Tuck. "Half way through a debate she looked at her watch and said to me 'do you realize its within a minute of the time a year ago when I got a telephone call about a Miss McGoldrick'."

That incident was an unprecedented disaster for Brent, he says. He is determined nothing like it will happen again.

## Choice Editions

Chambers  
and Collins  
Thesaurus

"useful, convenient, effective, helpful, practical, serviceable and worthwhile" *TES* 22 May 1987.

The *TES* reviews hundreds of school, children's, teachers' and general books through the year. It reports weekly on every aspect of education, keeping you in touch with what's going on. It's investigative and informed. It's got the answers to who, where, when, how and of course, why.

You can have all this delivered to you every week by taking out an annual subscription to *The TES*. Complete the coupon below and for the normal subscription price you will receive not only 52 issues of the paper, but one of the choice editions illustrated here. Selected from those books which received particularly good reviews, either of these is yours FREE - simply indicate which you would like on the coupon.

THE TIMES

## Educational Supplement

Please send me *The TES* for one year and my FREE copy of the book indicated below.

☐ Chambers 20th Century Thesaurus ☐ The Oxford Children's Thesaurus

Name

Address

a) I enclose my cheque for £40 made payable to The Times Supplement.

b) Please charge my credit card £40. Signed

Please tick

☐☐

Please send this coupon together with your payment to Linda Barber, The Times Educational Supplement, 100, Brook Street, London W1A 1AA.

## Move to withdraw race book prompts DES censor fear

by Diane Spencer

Inspectors and advisers are worried about censorship following the Department of Education and Science's request to the Inner London Education Authority last week to withdraw an anti-racist book from primary schools.

Mr Maurice Gifford, general secretary of the National Association of Inspectors and Educational Advisers, said: "Any form of censorship is dangerous whether it is exercised by governments or any other body able to influence matters in this way."

DES officials asked the ILA to recommend to heads that the book, *How racism came to Britain*, written and published by the left wing Institute of Race Relations, should not be used in schools.

The ILA says the book was not on its approved list, but it was up to heads to decide on its use.

Mr Ambalavaner Sivanandan, director of the IRR, said he was not surprised by the department's action. "It is what one expects from the Tory Government. When the 1986 Education Act was passed we knew that any dissenting view would be censored."

The book, a sequel to two others on racism published at the time of the Rampton (subsequently the Swann) committee, had sold "in hundreds, not

### Primary Index

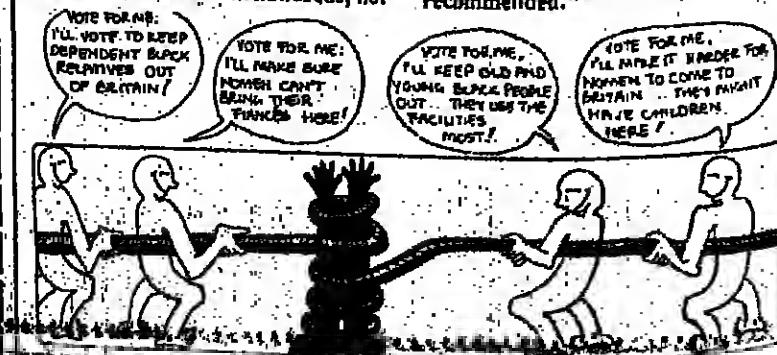
Classroom researchers	24
National history	25
Children's literature	35
School broadcasting	40-41

thousands", he added. "Our sales indicate that it was never prescribed by the ILA."

How racism came to Britain, a cartoon book for primary children, aims to tell Britain's colonial history from a black perspective. It was strongly criticized by right wing Conservatives when it was published.

Mr Tom Haste, a former history teacher and Labour Party supporter, attacked the book as "an extremely simplistic caricature of the past which is a travesty of the truth". In *Anti-racism - an assault on education and values* (The Sherwood Press, 1986).

An ILA Inspector said this week that the book was "unattractive and crude". But he was concerned about the wider issue of censorship. "It was not as though the book had been recommended."



Where quality costs you less!

## Are you banking on your pupils' education?

At Hestair Hope, we offer you a complete service, covering the whole educational spectrum. From 'early learning' to 'advanced studies'.

Send for our 1987 catalogue to see how competitively priced we are on over 9,000 high-quality, top name teaching aids.

You don't have to break the bank to buy the best!

NAME

SCHOOL

ADDRESS

POSTCODE

**Hestair Hope**  
Where quality costs you less!

Hestair Hope Limited,  
St. Philip's Drive, Royton, Oldham OL2 6AG England. Tel: 061-652 1411

TES 11-9-87



# Jarvis decries Tory attack on local government

Teachers' leader Fred Jarvis put the profession squarely in the forefront of trade union opposition to the Government as he opened the TUC Congress on Monday.

The retiring TUC president said the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers upheld the finest traditions of the movement in their struggle "to defend the education system and to win justice for the children and teachers".

Mr Jarvis, general secretary of the National Union of Teachers, said the Government's education plans would continue the process of dismantling protection for the weaker members of society. "The proposed break-up of the public education system will do nothing to help the least able children, or those from disadvantaged homes or even those of average ability."

He accused the Government of launching a vicious attack on local government, which "stands beside us as the objects of the Government's hatred".

Despite Mr Jarvis' speech, though, there was no dispelling the impression

## TUC

**James Meikle and Mark Jackson report from this year's Trades Union Congress in Blackpool**

that the teachers and their unions still remain fringe members of the brotherhood. Conference responded far more warmly to demands from health visitors and dinner ladies for the restoration of a comprehensive school meals service than the call to protect the comprehensive education system.

Undoubtedly, the teachers' own lack of unity, unique in the TUC, has contributed to their continuing failure to spark emotional solidarity from the rank and file in other unions.

Mr Jarvis seemed to be regarded as an ovuncular schoolmaster by other trade union figures (even though his whole career has been devoted to the union movement and he has never taught).

His general council colleague, John Edmonds, of the GMB, the general workers' union, could therefore poke fun at his dozing off during a speech by Norman Fowler, the Employment Secretary, and during a contribution from Norman Willis, general secretary of the TUC.

The distance that the teachers still have to travel was, however, illustrated by the absence of any fringe meeting organized by the Education Alliance, the amalgam of unionists and educational pressure groups that is meant to promote the interests of education at the grass roots. In this year of the Government's schools revolution, there were apparently doubts about the strength of attendance.



John Edmonds ribbed the TUC president for dozing off



Presidential briefing: Fred Jarvis receives some advice from TUC general secretary Norman Willis after taking the chair at this year's Congress.

## Training is union task

Government departments face serious skill shortages, especially in the Ministry of Defence, delegates were told.

Mr Jenny Thurston, an official of the Institute of Professional Civil Servants, said although the Civil Service was continuing to train technicians, they were leaving in large numbers. She and speakers from other unions called for training to be put at the top of the unions' agenda.

Mr Barry Davis, of the EETPU, the electricians' union, said it was clear that the unions themselves would have to do something about training because nobody else was taking it seriously enough. He claimed that his own union had signed agreements with electrical contractors in the construction industry which - if reproduced on the same scale throughout the engineering sector - would mean 150,000 apprenticeships in place of this year's total of 7,500.

## Illegal child workers exposed to dangers

Thousands of children are being over-worked and under-paid in dangerous jobs that leave them unfit for school, teachers' leaders told the conference.

The National Association of Schoolmasters/Union of Women Teachers demanded that the Government enforce existing employment legislation and provide inspectors to monitor the problem.

Mr Dave Battye, next year's NASUWT president, said it was difficult to gauge the size of the under-age workforce but it amounted to many tens of thousands of children. Speaking after a Congress debate on the subject he explained: "We are not talking about the paper round. We are talking of employment that was never intended for children, working with machinery, on farms, in factories, for unsocial and long hours and for extremely low pay."

The educational consequences were dire, he said. Some children did not attend school and when they did they were not fit enough for a full day's learning.

Children wanted the money, parents wanted them to work, and employers were too ready to break the law, he said. "The Health and Safety Executive said it did not collect statistics for children in illegal employment, partly because many by-laws allowed children to work when accompanied by a parent or guardian."

Deaths on farms are, however, recorded and figures for the years 1975-1985 show that 172 children under 16 were killed while working.

The death rate has caused such concern to the Executive that it has drafted an approved code of practice to be circulated to unions and farmers.

## Denial of pay talks 'worse than GCHQ'

Representatives of nine million trade unionists promised teacher unions full support in their campaign to restore negotiating rights after being told that the profession had been treated even worse than GCHQ staff at Cheltenham.

But the Congress commitment to oppose any similar attempts to destroy national pay bargaining may produce few tangible results.

Mr Norman Willis, the TUC general secretary, and other members of the movement's general council, have already lodged protests with Mr Kenneth Baker. But their letters have only elicited a repetition of his pledge to return to some form of negotiating arrangements as soon as possible, hopefully by 1989.

The Government, however, remains unconvinced by proposals for a National Joint Council, favoured both by the largest teacher unions and local authority employers, and endorsed more by Congress.

The unanimous vote at Congress came after Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers and Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, had put the

## NUT leader hits out in all directions

Proposals to judge schools by the behaviour of their pupils verged on "thought control", Mr Ian Morgan, president of the National Union of Teachers, claimed during an attack on Government education policy.

Referring to the Department of Education and Science consultation paper which suggests going well beyond a school's academic achievement in measuring its performance, Mr Morgan warned: "It is a short step from an audit of the behaviour of children to the control of the way parents think."

Discussing the Dewsbury school row, he attacked Mr Kenneth Baker for claiming that when the Government's proposals on parental choice became law "the problems that they say they have there would not recur and his legislation would ensure that good schools would prosper."

"This is a gross slur on the good school a few parents are shunning at Headfield in Dewsbury. It can pave the way for cultural apartheid in our towns."

Mr Morgan was launching a debate on a motion which amounted to a catch-all condemnation of Government policy, running to more than 600 words.

It opposed the national curriculum, testing, the "undermining" of local authorities, the proposal for boroughs to opt out of the former London Education Authority, city technology colleges, and a host of other plans for the transfer and control of schools.

Are you playing your part? For every one of the gross roots of educational computing, the recent Government guidelines raise some interesting issues. In many ways, the investment decisions made by the end of September will shape the scope and quality of the teaching opportunities you will be able to provide in the years to come.

Fundamental to the situation is the opportunity to make a decision in favour of hardware with an operating system that provides a passport to all levels of further and higher education and directly to the world of industry and commerce. The MS-DOS® operating system.

By embracing this international standard, the availability of educational and vocational software at realistic costs is assured, because you benefit from all the economies of scale. By adopting the RM Nimbus microcomputer which employs the MS-DOS operating system and Microsoft Windows® environment, you also benefit from the in-built ability to run existing BBC Basic software, such as Granny's Garden® and Lost Frog® and provide access to such professional tools as Lotus®, Word®, Autocad® and Multiplan®.

RM Nimbus is here and now.

It already accounts for 90% of all 16-bit microcomputers currently being bought by schools. It enjoys a reputation for direct support based on a ten year track record which is a byword in the education marketplace. And the RM Nimbus represents the mainstream of educational and professional computing for the foreseeable future.

If you would like to contribute to the current debate, write to "The Great Debate", Research Machines, Mill Street, Oxford OX2 5BW. Or call our hotline now - on 0865 248489/249866 - and we will be pleased to send you a free copy of our new leaflet "Government Guidelines - the Issues and the Opportunities."

After all, the future of computing in education is in your hands.

**RM**  
RESEARCH MACHINES

# COMPUTING IN SCHOOLS THE GREAT DEBATE

GOVERNMENT  
GUIDELINES -  
THE ISSUES  
AND THE  
OPPORTUNITIES

RM

**FACTS:** 1 About 90% of the world's microcomputers are MS-DOS® based. 2 RM has already supplied well over 25,000 RM Nimbus MS-DOS®/Windows® computers to U.K. education. 3 IBM's plans (announced in April) confirm the future position of Microsoft® DOS to opt out of the former London Education Authority, city technology colleges, and a host of other plans for the transfer and control of schools.

6 Many authorities have contributed to and benefited from RM's Transitional Support Programme, which offers the ability to run software from a wide variety of sources on the Nimbus PC-186 (BBC Basic®, MS-DOS®, IBM PC®, RML 480Z, Windows®) the facility to convert existing data and programs from other traditions e.g. ADPS®, 480Z IBM PC® a direct Hot-Line technical support facility available 24 hours a day. RM educational users a consultancy and

training in converting to, managing and servicing the Nimbus environment direct co-operation with software suppliers (including those of BBC Basic) to ensure preferred educational programs are available on the Nimbus a powerful educational software library worth thousands of pounds FREE with each network system (including BBC Basic, Windows, Word®, Multiplan®, RM Logo, BBC Relish®, Contact®, etc.)

## HOW TO PUT YOUR CHILD'S FUTURE FIRST AND SCHOOL FEE WORRIES BEHIND YOU.

Scottish Equitable and HFC Trust & Savings have joined forces to create a flexible and competitive plan to ensure your child's educational future.

Now the Capital Education Plan means that you can plan ahead for the fees of your chosen school. Or you can enjoy immediate relief from the ever rising cost of private education.

Each plan is tailored to your own circumstances, so there's no need to leave your children's education to chance. Our expert advice is free and confidential, so is the Capital Education Plan portfolio.

SCOTTISH  
EQUITABLE

HFC  
Trust &  
Savings

For further information please return the coupon below, or consult your own Financial Adviser.

For more information about the Capital Education Plan send to:

Marketing Dept (School Fees Division)  
Scottish Equitable Life Assurance Society  
28 St. Andrew Square  
Edinburgh EH2 1YF. Tel No: 081-556 9101

Name: \_\_\_\_\_  
Address: \_\_\_\_\_

Parents age(s): \_\_\_\_\_  
Child/Children's age(s): \_\_\_\_\_

Current Proposed Fees (£1000): \_\_\_\_\_  
Day: \_\_\_\_\_

Day: \_\_\_\_\_



## NEWS

Sue Surkes reports on last weekend's Human Scale Education conference in Oxford

## Trusts 'cheaper' than opting out

Single education trusts set up by groups of schools would be more economic than those envisaged under the Government's proposals for opting out and for local financial management, Mr Tim Brighouse, Oxfordshire's chief education officer, suggested last week.

He told the Human Scale Education Conference at Oxford Polytechnic, they could also be more directly accountable as one parent might be elected as an educational trustee for each electoral ward. Governing body representatives and the county councillor for the area could also become trust members.

Mr Brighouse also unveiled plans for a series of "interest-led" courses for Oxfordshire pupils. He said volunteers would have to commit themselves to a form of distance learning once their courses were over.

The trust idea, which would only operate with the backing of a majority of parents and prospective parents from the area's schools, could be a way of preserving much of the substance of the Government's proposals, Mr Brighouse later told *The TES*. The trusts, if they were ever set up, could provide school education up to 18 and community education, funded in the same way as grant-maintained schools. But such a system would be fairer, he said, as local authorities would be responsible for guaranteeing comparability of standards so avoiding the "ghetto" effect of the Government's proposals.

It could also meet the demands of those who wanted to strengthen local democratic control but who distrusted the current i.e.s. arrangements.

Local authorities might sell those



Scoring high: pupils from small schools often perform better, says Dr Clare Burstall

specialist services which could not be satisfactorily delegated to the trusts. Basing his conference address on the Government's own notion that pupils should be entitled to the same opportunities, regardless of the school, Mr Brighouse said the interest-led courses, which are due to start in Oxfordshire in pilot form next year, could be held at weekends or during school holidays.

They could act as substitutes for pupils who found school inappropriate, provide support for those who were struggling to keep up with their work, and offer challenges to those who found the pace of school was too slow.

Pupils who volunteered would have to commit themselves to some form of

distance learning once their courses were over. The scheme would make a "powerful contribution to making life-long education in this country a real issue".

Mr Brighouse stressed after the conference that plans were at an early stage although Oxfordshire had agreed to provide £150,000 a year for two or three years for the scheme. He said he would eventually like to see all county children involved in some form of supported distance learning from the age of 12 or 13. "It would develop the idea of learning on your own."

Dr Clare Burstall, director of the National Foundation for Education Research, told the conference that research evidence linking small

schools to inferior education was "woefully meagre".

"It is precisely because the available evidence is so skimpy that debates on the future of primary education and how best it might be provided in rural areas have tended to become sharply polarized, drawing more on opposing systems of beliefs than on hard data."

She said she had examined all the published reports of three years of HMI visits to schools with 125 pupils or less. None had provided any evidence that small schools were inherently educationally disadvantaged.

"It is not for occasional references to limited space for indoor physical activities, usually in school buildings without their own hall, there would be little to suggest to the reader that the school under discussion was a small one. Much of what is described would be regarded as excellent practice in a school of any size."

Dr Burstall said research in which she was involved on the teaching of French to primary school children had shown that pupils from small schools consistently performed better than those in larger schools, and were still getting higher scores on French tests after two years in secondary school.

There was evidence that pupils in small schools tended to form closer relationships with their teachers and were more responsive to signs of "teacher effort". Other research had pointed to a lack of vandalism, bullying, truancy and indiscipline in village schools.

One of the aims of the Human Scale Education Movement is to rescue small schools from the threat of closure through falling rolls. It has urged the Government not to restrict pupil numbers.

## IN BRIEF

### Employers put FE pay case

Local authority employers this week tried to promote their pay and conditions package for lecturers at further education colleges as a deadlock in talks continued.

They sent leaflets to councils across the country, inviting college governors to put their case for two-stage pay rises averaging 9.3 per cent in return for flexibility in working arrangements. Meanwhile, the National Association of Teachers in Further and Higher Education, the main union involved, began a ballot of members on one or two-day strikes next month.

There is speculation that employers, in threatening to do money for lecturers snarling up college administration, are playing tough in preparation for making the two-year award, the first part of which was last April. The lecturers want over 2 per cent for one year.

### New union leader

Mr Jim Martin will become the youngest head of a major trade union in Britain when he succeeds Mr Ian Pillook as general secretary of the Educational Institute of Scotland in April. The 33-year-old assistant secretary defeated two other internal candidates in the EIS council vote.

### CEOs get 7 per cent

Chief executive officers and their assistants are to receive a 7 per cent pay increase backdated to September 1. The deal was negotiated between the officers' union, the Federal Union of Managerial and Professional Officers, and the local authority employers.

### Book report

Spending on books and equipment in state schools is half that for the independent boarding sector, the Educational Publishers' Council claimed this week. After inflation, state primary schools had £9 million less to spend on books in 1985/6 than in 1984/5. Secondary schools had a drop of more than £12 million in the same period. Spending totalled £24.98 per child in state primaries compared with £55.80 in independent primary day schools and £92.10 in boarding schools.

In the secondary sector the figures were £45.97 for state schools, £56.10 for independent day schools and £123.30 in independent boarding schools.

### Consultancy role

A Berkshire comprehensive school expanded its role to become an industrial consultancy for local firms as teachers will have first refusal for much of the turning work at a conference and seminar. Mr Alan Watts, a senior manager with Hewlett Packard, has been seconded full-time on a consultancy salary of £25,000 to run the consultancy, which aims to raise the income of Garth Hill School by £100,000 a year.

### Countering crime

Schools should be given more encouragement by the Department of Education and Science to take steps to prevent delinquency, says a report by the National Association for the Care and Resettlement of Offenders published yesterday. It recommends that pastoral care should be integrated into school life.

The report says people wrongly assume juvenile crime is rapidly increasing. In fact it has changed little over the past decade. Around 3 per cent of younger boys and 1 per cent of girls in the 10-13 age group and 8 per cent and 2 per cent of 14 to 16-year-olds commit offences each year.

### Empty chair

The chairmanship of Derby education committee is vacant following the resignation of Alliance councillors from posts of responsibility after Conservative and Labour members charged them with

### Maths loses out on books

by Ian Nash

Mathematics and technology teachers get a raw deal from school budgets because they are content with the standard textbook rather than the range of project materials and worksheets seen in other subjects, Britain's leading educational publishing companies said this week.

Their conservative attitude also helped let the Government off the hook by diminishing the apparent need for more spending, said Mr John Davies, director of the Educational Publishers Council.

A measure of the shortfall could be seen by comparing current spending with the time recommended for subjects in the Government's consultative document on the national curriculum. Only 6.5 per cent of funds went on mathematics books whereas the Government wanted it to take one-tenth of the timetable.

Mr Davies added "pressure from teachers would, I am sure, result in better levels of overall spending".

### Derbyshire's class of one

by Sarah Bayliss

A 130-year-old primary school in Derbyshire opened this week with only one pupil on its roll as the county council admitted that it had not got round to closing a century-old school.

Mr Michael Hool, father of 10-year-old James, made a last minute decision to send his son to Idrigehay Church of England primary school after the parents of the eight other pupils who remained there last term decided to take their offspring away.

The parents had opted instead to send their children to neighbouring Twarditch primary school - which has about 40 pupils on roll.

A county council spokesman said the authority was reviewing the future of all its small schools but had not yet got round to Idrigehay. A closure notice on it had therefore not yet been issued.

Mr David Mansfield, the school's headmaster, was at his desk to teach James this week. Officials were negotiating with Mr Hool to see if he would opt for a neighbouring school.

### Lecture ban denied

The chairman of the Tory-controlled education committee in the London borough of Bexley has rejected suggestions that he was responsible for cancelling a lecture by Dr Peter Abbs, a member of Sussex University education faculty.

Dr Abbs suspects that the lecture to be called "The Betrayal of Education" was cancelled because his controversial view that schools are all about "education" and nothing about "training" may be inimical to the current Tory enthusiasm for strengthening the vocational role of school education. Bexley's education chairman, Mr Brian Sams, is the Tory spokesman on the Association of Metropolitan Authorities' education committee.

Dr Abbs was invited earlier this year to deliver the annual guest lecture to Bexley teachers, and was subsequently asked to furnish a synopsis and blog-



Brian Sams: "nothing to do with me"

tion was offered. Bexley education officials refuse to comment.

Dr Abbs said: "In the present climate I think what has happened is a bit of a joke. People like Mr Sams don't want to hear a view like mine put before hundreds of teachers."

But Mr Sams said he had "nothing to do" with the programme of the lec-

## Kodak CAROUSEL S-AV 1010 projector

## An education in economics and advanced technology.

In education, the old adage that a picture is worth a thousand words is perhaps more relevant than in any other area. Young minds always respond better to visual stimuli, and the better the image, the more likely they are to remember.

As far as technology goes, the 'Kodak' CAROUSEL S-AV Projector is the product of 25 years of continuous research and development, and is the industry standard by which all other projectors are judged.

The CAROUSEL S-AV 1010 Projector is ideally suited to classrooms thanks to a high light output from the 250 watt halogen lamp which gives excellent picture quality—even under poor black-out

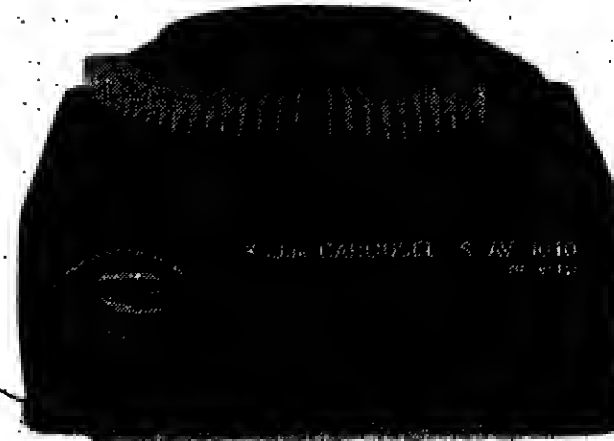
conditions. For more sophisticated needs, there are more sophisticated models in the range.

Now for the lecture in economics. The range of 'Kodak' CAROUSEL Projectors may not be the cheapest on the market

but with its high reliability record a CAROUSEL Projector in this year's budget means you will not need to put money aside to replace it for many years to come.

Write for a brochure giving full details of the complete range of 'Kodak' CAROUSEL S-AV Projectors. It's one reference book that no educational institute should be without.

Write to Kodak Limited, Motion Picture and Audiovisual Division (TE2), Kodak House, PO Box 66, Hemel Hempstead, Herts. HP1 1JU. Or phone (0442) 62331.



Kodak and Carousel are trade marks.



DESIGN & TECHNOLOGY EDUCATION  
NATIONAL EXHIBITION CENTRE  
BIRMINGHAM 15-17 OCT 87

The Exhibition and Seminar has over 100 exhibitors covering manufacturers, colleges and educational institutions, showing the latest equipment and courses plus up to date information on each day. CDT for all age ranges will be covered, from primary through to College, Universities and training.

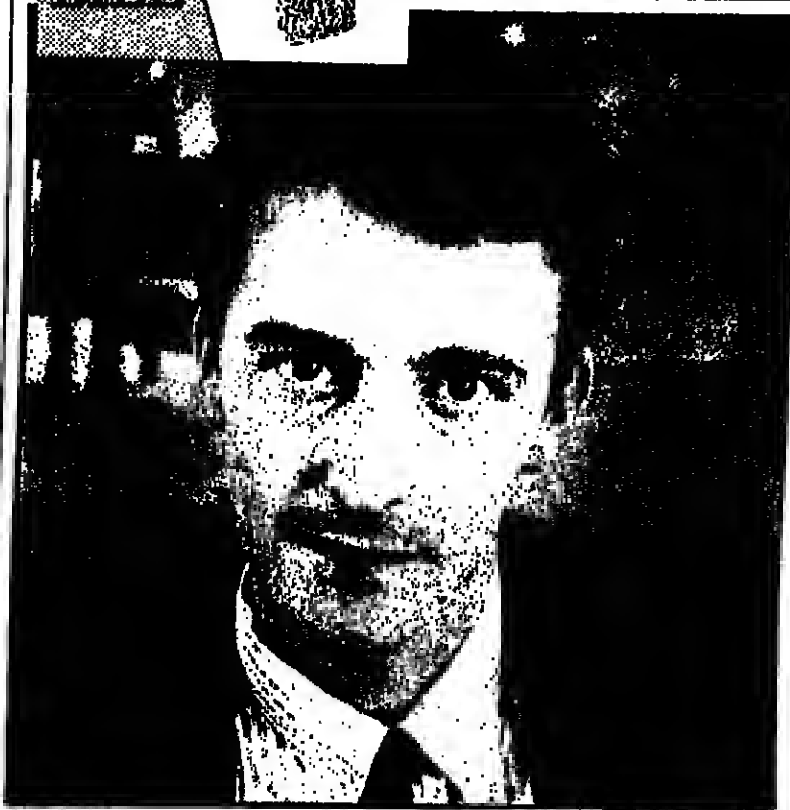
Official Opening at 11.00am on Thursday 15th October by Robert J. Dunn, M.P., Parliamentary Under Secretary of State, Department of Education and Science.

Special feature areas for 87 - "Design and Realisation", "Primary CDT", "Teacher Training and Higher Education", "School Technology".

Admission free. Car parking free. Over 2.30pm to 5.30pm (Sunday 16th Oct) by prior arrangement small groups of 10th and 11th formers are welcome (no general school parties).

Full details from CDEP Ltd, Donkey House, Sutton Road, Highgate, Dorset, DT2 3SW. Telephone 0252 725117/21.





Hilary Benn: Labour councillors are "radically reasonable"

How are the local authorities facing up to the radical changes planned in Mr Kenneth Baker's Great Education Reform Bill? James Meikle visits l.e.a.s at both ends of the political spectrum to ask what they expect

## Ealing has few fears, but hopes it won't happen

"We had a commitment to annual parents' meetings before any legislation. We thought it very important that governors should account to parents for what was going on." So speaks Hilary Benn, education spokesman for Ealing's Labour council. The London borough is a stronghold of the municipal socialism Mrs Thatcher is seeking to eradicate.

In fact the local Labour party, as it

promised the west London electorate, went considerably further than the 1986 Education Act which introduced the annual meetings and governors' reports.

"We have opened all governing bodies' meetings to parents and public. It was a great step forward. There was a little trepidation but probably no more than when council committees were opened to the public."

Some items, including those involving individuals, can be taken in confidence. "Some annual meetings have been well-attended, others haven't. It is a new experience. There have been some difficulties and some cynics will say 'what is the point of all this?'"

"I think it is a good thing. It makes the job of a governor more onerous and more responsible." The half-hour run through the agenda followed by sherry with the head is a thing of the past, he remarks.

Ealing's Labour councillors are now trying to assess the impact of the Government's far more revolutionary legislative package including the national curriculum, testing, opting out, local financial management, and open enrolment.

Hilary Benn's first hope is that much of it will not happen, with the Conservative Party's own back-benchers, as well as the churches, joining political opponents in demonstrating the errors of Mr Kenneth Baker's ways.

"It remains to be seen how the intentions turn into legislation. There is quite a groundswell of opposition. It depends whether you see Baker as a radical or a man offering something 'better' than the millions would really like to implement."

On the curriculum, Hilary Benn is adopting a wait-and-see attitude, although he believes the subject-based approach described in the consultative paper is old-fashioned and seems to leave little opportunity for cross-disciplinary work.

In an area where 45 per cent of the school population are from ethnic minorities, and 140 languages are spoken by children, he is concerned at the apparent lack of time for local needs such as teaching community languages or English. "There is a need for information technology that is not covered elsewhere and life-skills, although I hate that phrase. All schools ought to teach all children how to change a plug but that doesn't necessarily happen."

On testing, Hilary Benn is a lot less cool. The incoming Labour administration in Ealing scrapped Conservative plans to test primary school children in English, maths and verbal reasoning.

"It narrows the curriculum, encourages teaching to the tests, many of which are culturally biased." He gives an example from one of the off-the-shelf tests considered by the Tories. A word-pairing exercise called for "duke" to be matched by "duchess", he says, pointing out that dukes and duchesses are not part of the cultural heritage of many of his pupils.

"It is a small example of how testing would not be fair. For many pupils you would simply be testing their knowledge of a second language. The assessment of a child's progress is, of course, part of a good education, but this testing will be used for making comparisons between schools. Unless you take account of the different backgrounds and languages, you cannot hope to make valid comparisons."

He cannot see primary schools wanting to opt out of local authority control, although if schools under threat of closure did so, proper planning and

use of resources might become extremely difficult.

Who is going to cope with emergencies like fires at a school, he asks. Is the Department of Education and Science going to dispatch architects and emergency classrooms? What about school transport, in-service training, welfare service and advisory services? He questions why a school that opts out automatically assumes it can "buy in" the benefits of l.e.a. control.

Government plans to raise admissions limits at schools also worry Hilary Benn. At present, he says, 94 per cent of Ealing children get into their parent's first choice school, but near open-enrolment could cause problems.

Though sceptical of Government plans for city technology colleges, he points to strong links between two secondary schools and industry, and to Ealing's bid for more Technical and Vocational Education Initiative money as examples of a commitment to provide children with some awareness of technology.

Hilary Benn does not think governors will want to control budgets in the way the Government wishes either. Nevertheless, the authority has given schools some leeway over how they finance redecoration, in-service training, and furniture and equipment. Referring to difficulties some LEAs are having in getting local financial management pilot schemes working, he asserts: "You need local authority to distribute resources fairly."

Education was a key factor in the local election victory last year, he claims. Labour has reversed some Conservative cuts, allowed rising fees into first schools, put 60 teachers back into middle schools, spent extra money on GCSE links and equipment, increased capital grant and doubled in-service training money.

But the cost of all this, plus having to make up for lost Government grant, resulted in a 64 per cent rate rise this year, a rise some of the borough's ratepayers are soon to challenge in the courts.

Hilary Benn admits the increases were deeply unpopular but is unrepentant. The voters will pass judgement on education policies of the borough in the 1990 local elections, he argues. (Just as the Government says the voters did on Conservative national education policies this June).

Admittedly, there have been other hiccups for the Ealing administration, most notably over plans for fair treatment of homosexuals in its equal opportunities programme. Some diligent rewriting led to a compromise policy statement and this is now a dead issue, according to Mr Benn. "In 20 years' time, people will wonder what the fuss was about."

The borough has also started appointing race equality officers in all departments to monitor new initiatives designed to improve opportunities for black and Asian people. According to the results of a survey soon to be published, there are few teachers from ethnic minorities, despite a number of pupils from senior schools. Appointments are rare: Ealing has only two Asian heads.

Hilary Benn recognizes the "burning sense of injustice" among such teachers. Equal opportunity is, he says, "not an allegedly loony activity. It is essential to a good education. There is never a right time to stand up against discrimination. There is a lot of it about," but then he says with a smile the Labour councillors of Ealing are "radically reasonable".

## Solihull wants to keep a 'gentle touch on the reins'

"The degree to which the Secretary of State is giving parents an almost controlling interest is potentially dangerous. He has a penchant for going overboard... I don't believe governors can assume the kind of responsibility the Secretary of State is asking them to take on. I don't think they have the know-how."

This is the considered view of one of Mr Kenneth Baker's local government allies, Geoffrey Wright, chairman of Solihull education committee, supporter of the first city technology college, advocate of financial autonomy for schools (both "24-carat Conservative policies") and unsuccessful campaigner for the return of grammar schools to the borough.

The true-blue "radically right" Tory authority, critical of others of the same political hue as timid and indecisive, believes consumerism might be going just a little too far. Geoffrey Wright even uses a market-place analogy to illustrate the concerns. Neither customers nor shareholders tell Sainsbury's which shelf to put the beans on, so why should it happen in education?

There are, however, large areas of common ground between Geoffrey Wright, a deputy headteacher in neighbouring Warwickshire and a school governor, and Mr Baker. "A very able, and in my view, a potentially great Secretary of State."

Solihull indicated its willingness to sell a site for a CTC soon after the announcement of such institutions was made by Mr Baker last year. Its leaders were somewhat miffed therefore when the borough was not named as one of the 20 target areas.

The linking of a supportive authority

and "very willing, enlightened" sponsor, Hanson Trust, changed all that and the Kingshurst secondary school was sold at the District Valuer's assessment of just over £1 million.

"I believe, provided a proper service can be offered in the authority, and if they are properly applied, have much to commend them. I agree with his view that large numbers of children in the able and middle range are not sufficiently stretched."

He continues: "It is less than a decade since some of us were fighting to get any figures at all about the comparative performance of schools. Publication of information is now accepted as normal. Publication of league tables should be properly explained and give the fullest context so parents can understand it. Raw scores could be meaningless."

Mr Baker's plans for devolving financial powers to schools are welcomed in a borough where the pilot scheme started in 1981. Twelve schools are now involved and about 60 of the borough's 100 schools will probably be included in the scheme eventually.

"They have virtually everything, staff salaries, maintenance, the lot. Just letting schools spend £2,000 on capital is not delegation. But our scheme will be struggling to be in place by April 1988. To think an authority which has not even thought about it can be operating a full scheme by the end of the decade is just pie in the sky."

The Government proposals also seem to weaken the ability of the authority to exert a "gentle touch on the reins". At the moment if a school where there was no music for instance, said we cannot afford a music teacher,

lead a number to regard it as "an exercise in futility".

Geoffrey Wright supports testing, however, with a strong element of diagnostic purpose, as a basic part of education. "I believe the Secretary of State's attainment targets, provided they are properly applied, have much to commend them. I agree with his view that large numbers of children in the able and middle range are not sufficiently stretched."

He continues: "It is less than a decade since some of us were fighting to get any figures at all about the comparative performance of schools. Publication of information is now accepted as normal. Publication of league tables should be properly explained and give the fullest context so parents can understand it. Raw scores could be meaningless."

Mr Baker's plans for devolving financial powers to schools are welcomed in a borough where the pilot scheme started in 1981. Twelve schools are now involved and about 60 of the borough's 100 schools will probably be included in the scheme eventually.

"They have virtually everything, staff salaries, maintenance, the lot. Just letting schools spend £2,000 on capital is not delegation. But our scheme will be struggling to be in place by April 1988. To think an authority which has not even thought about it can be operating a full scheme by the end of the decade is just pie in the sky."

The Government proposals also seem to weaken the ability of the authority to exert a "gentle touch on the reins". At the moment if a school where there was no music for instance, said we cannot afford a music teacher,



Geoffrey Wright: dialogue hopes

we would then have the most serious consultation with that school on the way it manages its budget. The Secretary of State at best leaves that unresolved.

"The proposal that sticks in our throats is that headteachers will be appointed by governors. That is a recipe for disaster." At present, appointments in Solihull are made by a panel of three councillors, including himself, and three governors of the school involved.

"I believe that I and my member colleagues have developed expertise in understanding the needs of the schools and the authority. Governors have made little contribution to the interviewing process, with one or two honourable exceptions."

If the deputy head is a candidate, they want him or her, it's better the devil you know and the ability to look beyond the school is not there. Yet these are the key appointments."

He argues that it is difficult to train governors to interview for an appointment that may only have to be made every 10 or 15 years. "In one case the governors went for a chairman who was as empty as a drum and we had the devil's own job trying to convince them the chap was hopeless and the worst of all four candidates on the shortlist."

Geoffrey Wright welcomes the con-

tribution many businessmen and parents make to schools and education, but it is a subtle multi-faceted process, not just accounting and not just child development, he says. "If the Secretary of State actually saw what goes on, he would not be so sanguine."

Parents deal in the here and now, and interest varies massively between different schools. Though he may welcome the choice provided by the CTC, the choice proposed for parents to "opt out" their schools from local authority control "could cause administrative chaos."

"How can you plan school closures, which we have done very successfully? How can you properly plan a capital programme? You may spend £500,000 or £1 million on a science block and then the school goes independent. There is no mention of capital costs being recovered or recouped. We are prepared to sell a building, we are not 'dog in a manger' about it but here we are asked to give buildings away. That is not the sale of the century. It is the free offer of the century," complains Geoffrey Wright, guardian of ratepayers' interests.

He is also worried by proposals for open enrolment on school admissions in an authority which already takes large numbers of pupils from Birmingham. Solihull could be left in a "ludicrous" position, finding itself without enough places for its own pupils, he says.

He believes that the Secretary of State in wanting to give parents in Brent and Haringey a lifeline will in fact throw the rope to middle-class enclaves in authorities like his own leaving them to manage "difficult" schools.

The majority of Conservative and Labour authorities do "an adequate job" and want, in consultation with ministers, to do a better one. He hopes there is still time for genuine dialogue with Mr Baker.

"If your local authority political supporters are not in sympathy with you, it should give you cause for concern."

## What do January and September have in common?

- There's an 'R' in the month.
- The weather is just as cold.
- E J Arnold's prices are still the same.

Those who answered 'c' go to the top of the class. Because top scorers know that E J Arnold have held their prices throughout 1987\*.

- So for
- Fixed Prices\*
  - Fast Delivery
  - Quality Product
  - Comprehensive Range

the brightest pupils (and teachers) know the answer

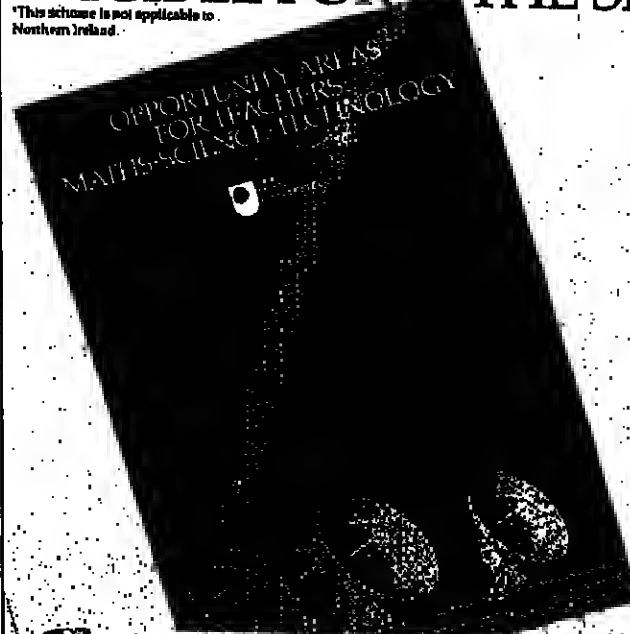
**E J Arnold**

*in a class of its own*

\*This applies to equipment items in the E J Arnold Educational Supplies Catalogue.

## ALL SECONDARY SCHOOL TEACHERS ARE ELIGIBLE FOR THE SPECIAL DISCOUNT\*

\*This scheme is not applicable to Northern Ireland.



**Act Now - Applications for these courses, commencing February 1988, close on Monday 5 Oct 1987, so apply immediately.**

If you have any difficulty in obtaining a brochure and application form locally (ie from your school, LEA or OU Regional Centre) contact Rosemary Towers on the Teacher Shortage hotline: Milton Keynes (0908) 74066.





Sue Surkes reports on the British Educational Research Association conference at Manchester

## Academics step down from their ivory towers

On the face of it, this year's 13th annual conference of the British Educational Research Association differed little from last year's. Conference abstracts still referred intriguingly to notions such as background variable regression coefficients, plioneographeme correspondences and epistemic disciplines.

The discussions, by contrast, underlined the gradual move away from the abstract towards the analysis of things that matter to practising educators.

The agenda included symposia on teacher appraisal and grant-related in-service training,

for example, although there was surprisingly little on age-related attainment targets.

Mr Hyman Abel, a 66-year-old PhD student from London University, came as heavily loaded with sweets for conference participants as he did last year. Indeed, the bizarre sight of some of Britain's best educational brains sucking lollipops throughout the presidential address might have convinced on outsiders that BERA members were content with their lot.

Not so. The year's get-together was characterized by a feeling that education had been

tampered with enough and that it was time to stand up and protest.

In line with a decision taken at the association's annual general meeting, a letter has already been sent to Mr Kenneth Baker nailing the "apparent disregard for the values of democratic inquiry" and warning that the new Education Bill's proposals "fly in the face of decades of accumulated evidence."

"If adopted, we believe they will divide, disrupt and demoralize the education service to a degree unequalled in the history of state-maintained schooling."

The AGM further agreed that a paid officer should be appointed to ensure the association stresses more publicly the contribution of research to contemporary political issues.

Dr Patricia Broadfoot, the incoming president, made an impassioned plea for researchers to stand up as the "champions of evidence, clear thinking and objective debate" and expose the current "explanation" of education by "erride commercial principles."

The days of the Ivory tower educational researcher are over, it seems.



Searching questions: how to improve teacher and pupil performance

## Appraisal may not improve teaching, says evaluator

Teacher appraisal could prove to be an "expensive military operation" which did nothing to help teachers improve their practice, according to a member of the Cambridge Institute of Education team under contract in the Department of Education and Science to evaluate the national pilot schemes on appraisal.

Ms Marion Dadds of the Cambridge Institute of Education said the general question of how to help teachers boost their performance so they could enhance children's learning was not addressed.

The question was not the same as appraisal, even though the last two education secretaries had acted as though it was.

Stressing that she was expressing her own views, she said: "It is pure speculation that teacher appraisal will be the Holy Grail in answer to the complex and enduring conundrum of school and classroom improvement."

However, long-term in-service training and the Technical and Vocational Education Initiative were shown to benefit children's learning. "Can we afford to ignore what we know for

what we do not know?" she asked.

The evaluating team's agenda would not at first include the link between teacher performance and pupil learning for three reasons, Ms Dadds said.

The pilot schemes in the six local authorities taking part - Croydon, Cumbria, Newcastle upon Tyne, Salford, Somerset and Suffolk - would not have reached a stage of evaluation for the effects of any teacher changes on pupil learning to have become clear.

The appraisal procedures would be too crude for examining the links anyway and attempts to explain these links too early could tempt some L.E.A.s to tie appraisal simplistically to exam or test results.

"A number of teachers already interviewed in the evaluation have expressed strong feelings on this issue. They have referred to the unfairness of their performance being judged by how well a specially disadvantaged class may do on standard tests and exams."

The principles and procedures outlined in the widely-supported report of the ACAS appraisal/training working group could help teachers to reflect constructively on their practice and

careers, Ms Dadds said.

But appraisal could fall short of the "mighty antidotes" held if time and resources were inadequate. It was questionable whether guidelines drawn up on the basis of well-funded pilot schemes would be appropriate for a national programme.

Girls perform better in maths exams at 16-plus if they have been taught separately from boys during the first three years of secondary school, the conference heard.

Mr Stuart Smith and Dr Stuart Trickey of Sheffield City Polytechnic presented a study of the achievement of girls in three groups of 65, at Stamford high school in Tameside. The performance ranged from seven points for a grade A at O level to one point for a CSE grade two pass.

Girls who had studied alongside boys to all five years scored 154, while those who had only had segregated maths tuition scored 162. The girls who had been taught separately from the boys in years one to three, but in mixed classes in years four and five, however, achieved 194 points.

## Joint protest urged as power drive against Bill

The Great Education Reform Bill represented a "very real threat to the viability of the country's education system", which local authorities, teachers and parents should jointly resist by protesting to Parliament as the Bill was debated, an ex-president of the British Educational Research Association told the conference.

Professor Brian Simon, emeritus professor of education at Leicester University, warned that the Government's proposals, were underpinned by "ruthless intentions" and aimed at swelling the independent sector, although as an objective this had been denied.

As the last in a series of inter-related steps, schools which had successfully opted out of local authority control would bid for independence, and be accepted on the basis of fees from parents, who would already be paying more for educational "extras" and an extension of the Assisted Places Scheme.

"There has already been talk of just such an extension of the Assisted Places Scheme. By this means, the objective of increasing the provision of 'independent' schools for sections of the middle class becomes a practical possibility."

An alliance of protesting L.E.A.s, teachers and parents would be "potentially powerful".

Professor Simon, a long-time campaigner for comprehensive education, attacked the Government's consultation procedure as "farical" and "cynical".

The 1944 Education Act had followed nearly two years of public discussion, indeed, the only specific political Education Act of this

through by a government with a substantial Tory majority, it contributed to one of the biggest electoral reverses in history. "I think the present administration ought to recall it," he said later.

Proposals for open enrolment and opting out were totally opposed by "informed professional opinion". Professor Simon told a packed audience. The consultation paper on the national curriculum was based on the idea that "the curriculum is something to be 'delivered' to the child as if it were a package of fish and chips".

There had to be a fight for a structure through which public discussion about curricular guidelines could democratically take place.



Extension of the Assisted Places

## Male truants learn earning skills fastest

Truant boys are earning more money than their assiduous schoolmates when they all reach the age of 23, research has found.

Those who absented themselves during their last year, were earning an average of £2.32 a week more at 23, compared to non-truanting boys. By contrast, girls who had deserted their desks in their last year of school were earning about £8 a week less than their non-truanting counterparts.

Background factors, educational ability at 11, and attendance at 15 could explain the differences between the girls almost entirely, but could not account for those between the boys, Dr Angelika Hlibbett of the Social Statistics Research Unit at London's City University, told the conference.

But she pointed out that the figures were only for those in work. At 23, 68 per cent of boys who had played truant at the ages of 11 and 16 were unemployed, compared with 8.6 per cent of those who had not.

Male truants were more likely to be in semi-skilled and unskilled manual jobs. They tended to choose better paid work, often of a seasonal nature, but to change jobs more often and spend more time on the dole. It was suggested at the conference that they might have reached the peak of their earning power by 23. Non-truants were likely to earn less at 23 because many would have continued in education and entered the labour market later.

Dr Hlibbett's research was based on data from the National Child Development Study, which surveyed 15,000 people born in the same week of 1958.

## Gender equality scheme cuts across stereotypes

by Diane Spencer

Girls and women in the Tameside and Rochdale areas should get a better educational deal thanks to a Manpower Services Commission-funded project on equal opportunities.

The scheme, which started in June last year, was funded through TRIST (Technical and Vocational Education Initiative related in-service training) grants. It aimed to train headteachers and senior education officers in gender equality and help them understand and support the issue in their schools. The project is described in a booklet circulated to schools in the area this month.

The two project officers, Ms Hilary Anslow, from Tameside, and Mr David Dickinson, from Rochdale, found some hostility and scepticism at first, but heads soon realized that equal opportunities was not another bandwagon, but an issue of professionalism, justice and curriculum development.

Contentious issues such as sexual harassment were dealt with during discussions. Teachers were aware that

some girls were reluctant to take craft, design and technology classes because they were harassed by the boys. And, in some cases, boys were too self-conscious to do home economics.

Both local authorities are now writing discussion documents which will lead to policies and a code of practice on equal opportunities.

The TREC officers hope their work will carry on under the new Grant Related In-service Training arrangements and that it will reach primary schools. (TRIST money is only available for secondary school projects.)

Boys as well as girls have benefited. They are now encouraged to go on work experience for nursery nurse training, for example. "Stereotyping is as much of a straitjacket for boys as girls," Mr Dickinson said.

Gender equality: a strategy for change is available from the Education Department, Tameside Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL or David Dickinson, State Mill Centre, Woodbine Street East, Rochdale OL16 5LB.



Feeling their way: Sally Johnson (left) and Kelly Peters take part in a blindfolded Earth Walk during a day out at Shatford Park, near Oxford, organized by the Berkshire, Buckinghamshire and Oxfordshire Naturalists Trust. This particular game is designed to heighten children's awareness of the environment.

## Straw poll reveals l.e.a. confusion on 'essentials'

by Barry Hugill

Confusion as to what constitutes an "essential part" of pupils' education is revealed in a Labour Party survey.

Mr Jack Straw, the party's education spokesman, asked local authorities across the country whether they charged for any aspect of their educational provision. Of the 55 authorities that answered, 33 charged parents for such things as residential field study, day study trips, transport, music classes, exam re-sits and materials used in conkey and craft classes.

The 1944 Education Act states that no charge may be made for an activity constituting an "essential part" of a child's education. It is, however, vague as to what can, or cannot, be categorized as "essential".

The High Court has recently ruled that it was illegal of Hereford and Worcester Council to charge for music lessons and three recent reports by the Local Government Ombudsman have condemned charging for residential field courses which are part of A level courses.

Mr Kenneth Baker has said that he intends to clarify the law and this has led to speculation that he intends to introduce legislation making charges legal.

He has consistently stated that the Government has no intention of threatening the principle of free education and intends to publish a consultative paper on the subject.

Mr Straw has written to Mr Baker asking him when the consultative document will be published. He said: "Our survey shows that the cost of a child's education is something of a lottery, depending on where the parents happen to live. Despite clear legal rulings some authorities are still charging for essential educational activities."



Jack Straw: some authorities are still charging for essential activities.

Q is the magazine for people who appreciate music.

It talks to people who have something interesting to say.

It rates over fifty LPs and CD's every issue, along with the more absorbing new books and movies.

Get Q and you've got music from A to Z.

"Literary fame is very limited - it's like being a famous taxidermist." IAN McEwan

"Look at me - conceit on the rampage! You've got to keep your conceit well-brushed at all times because, eventually, it's the only thing you have." CLIVE JAMES

"Our brief was 'to look beyond the horizons of pop' by which they meant going down to the London Palladium to interview Dusty Springfield about the new LP. We interpreted it in a rather more liberal way." JOHN PEEL ON THE JOHN PEEL SHOW

"They'll even take out special celebrity insurance policies, essential in an environment in which platinum-selling artists topped up with gratis liquor are to be found tottering unsteadily round roof gardens." ON THE CELEBRITY PARTY SYSTEM

"He didn't become the crossover soul megastar of the '70s simply because he had good marketing. He also had about as much talent as the human organism can contain without bursting." ON STEVE WONDER

"Sometimes we played 9 minute gigs. They had 10 times more impact than if you played for an hour and bored everybody to death." THE JESUS AND MARY CHAIN

"Jazz is a much smaller chunk of the action. A couple of years ago I went to see The Police, and it was almost inconceivable to me. Their gross for that one gig was probably more than we'll gross in five years." PAT METHENY

"A flurry of Marxist-Leninist boxer shorts, Soviet Air Force jogging trousers and Marxism Today duvets - the Russian cultural invasion is well underway." ON CLASSICAL MUSIC

"She is visibly pregnant, but any references to this condition will constitute grounds for instant termination of the interview." ON DIANA ROSS

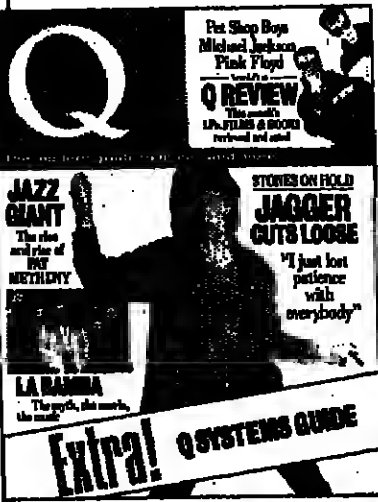
"When his barber accidentally nicks his cheek, we get the smallest glimpse of menace, but it's enough to make us bristle with foreboding." ON DENIRO IN THE UNTOUCHABLES

"There's a huge Latino population in the United States - unofficially 35 million - and Hollywood has never addressed itself to that audience." TAYLOR HACKFORD ON LA BAMBA

"We're the band in the cat-house, great casting, huh?" LOS LOBOS ON LA BAMBA

"It's always Keith the ex-junkie who sleeps in a coffin, and Charlie with the jazz drums, and Bill with his separate, funny life, and Ronnie Wood with all his guitars, and Mick Jagger who goes and watches cricket matches. It's just convenient to paint yourselves like that." MICK JAGGER

"Q magazine is the modern guide to music and more. This month's issue is available at your newsagent now." MARK ELLEN



INSIDE: A SPECIAL 30-PAGE GUIDE TO HI-FI.

## Special Needs Book AND EQUIPMENT Exhibition



Tuesday 22 September 1987  
10am - 7pm  
Wednesday 23 September 1987  
10am - 7pm  
Bloomsbury Crest Hotel,  
Coram Street, London WC1.  
(Near Tottenham Court Road)



Royal Society for the Disabled  
(RSD) 10, Bedford Square, London WC1R 4EJ



National Association of Special Schools  
(NASS) 10, Bedford Square, London WC1R 4EJ

## Chambers in Commerce £3500 + PRIZES

to be won by students on Business/Commerce/Secretarial Courses

Entry Forms from your college/school bookshop

Chambers Commerce Series/  
Chambers Commercial References/  
Chambers Typing Courses/Type Right/  
Chambers Office Oracle

W & R Chambers Ltd  
43-45 Armandale Street, Edinburgh EH7 4AJ



## Careers officers fear being cut off from unemployed

The key role of the careers service in the Youth Training Scheme is threatened by the Government's plans to reorganize the unemployment service. Local authority careers departments fear that they will be cut off from contact with many of the jobless school-leavers who now rely on them for advice on joining the scheme.

Under-18s have to report regularly either to jobcentres or the careers service, which issues a certificate for them to take to the Department of Health and Social Security benefit office.

Most unemployed youngsters at present report regularly to careers offices, which issue a certificate that they are not reasonably refusing to join the YTS. This allows them to claim supplementary benefit while the careers service tries to find them a job or a suitable YTS place.

Ministers say that they want to offer a "one-door" service to the unemployed under which the employment and benefit claims staff will be in the same office. The careers service fears that this will attract many of the youngsters away from them, even if the Government does not, as is feared, insist that they report to the jobcentres in future.

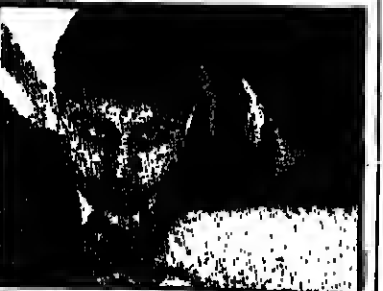
If the careers service were to be deserted in this way, it is difficult to see how it could continue to be the agency primarily responsible for YTS placement, a role which ministers have insisted is vital to the success of the scheme. Only a few years ago the service was being told by the minister responsible for its work that its con-

tinued existence would depend on its commitment to the YTS.

Mr Dermot Dick, the Institute of Careers Officers spokesman, said this week that the need for the service as a mediator between the youngster and the authorities would become more pressing if the Government went ahead with its commitment to deny all supplementary benefit to unemployed youngsters who refused to join and stay in the scheme.

Careers officers, who already had the task of deciding whether a youngster should be reported to the DHSS under the present system of limited benefit sanctions, were in a position to judge realistically and sensitively whether a suitable place had been offered.

The annual conference of the institute, which meets in Birmingham this weekend, is likely to urge ministers to ensure that whatever changes are made take fully into account the need to steer youngsters towards careers offices.



The careers service has been told that its existence depends on its commitment to the YTS.

## Surprise post for flying Scotsman

A Scot has been chosen to represent Britain's careers officers on the Youth Training Board, which oversees the Youth and Job Training Schemes. It is the first time that the seat has gone to someone from north of the border.

Mr John Kelly, principal careers officer for Tayside, and the Employment Secretary's choice, was surprised to go to someone from the north of England or the Midlands, he said this week.

Mr Kelly, who is due to be installed this weekend as president of the Institute of Careers Officers, was one of several possible candidates suggested to Ministers by the Institute. Its official spokesman, Mr Dermot Dick, who heads Lothian's careers department, says the choice will help ensure that Scottish problems are better understood by the Manpower Services Commission.

Mr Kelly, who has been Tayside's careers chief since 1975, says that he has a keen appreciation of the importance of careers guidance because he himself made a couple of false starts. He quit a Dutch secondary when he changed his mind about becoming a priest, and then, after a year working as a furniture porter, enrolled for the wrong degree course at Edinburgh.

At 45, he is a keen and successful marathon runner.

Edited by  
Mark Jackson



John Kelly: keen marathon runner had false career starts

## Grocer caters for own training needs

Her Majesty's Inspectorate made history this week with the publication of its first report on an organization entirely outside the education system. The report examines the education and training activities of Sainsbury's, the national grocery chain.

Sainsbury's comprehensive provision for training at all levels from Youth Training Scheme entrants to senior managers gets top marks from the inspectors who say that further education colleges could learn a lot from it. The report points out that companies like Sainsbury's are carrying out their own off-the-job training because few of the colleges at present meet their needs.

The Inspectorate's first study of training in a business firm originated in a request from Sainsbury's for the inspectors to take a look at its YTS provision, under which nearly 180

(the company employs a total of 27,000 full-time workers and 40,000 part-timers) get some off-the-job training.

Training on the job is a mandatory activity in every Sainsbury's store, coordinated by a branch personnel manager who is backed by a specialist area training department, while a head office training department administers training programmes for managers. The report says that the firm provides its employees at all levels with high quality in-company training using well-designed programmes; the only reservation is that "as is to be expected of any extensive national training programme, there are some variations in standards".

Like the rest of the distribution industry, Sainsbury's makes little use of colleges for skills training. It started to use colleges for its YTS trainees, but found that much of the college provi-

## SAINSBURY'S

youngsters are taking part this year. But the Inspectorate, mindful that the Manpower Services Commission has just set up its own Inspectorate specifically for the YTS, suggested instead a wider study. Dr Paul Johnson, HMI catering education specialist who was once a management trainee at the Sainsbury's, was seconded to Sainsbury's for six months.

His 14-page report paints a glowing picture of a comprehensive, professionally-managed company training scheme, well planned, staffed, and resourced, without recourse to the coded criticisms which are the normal currency of the Inspectorate's reporting.

Sainsbury's employs 1,000 staff in personnel and training, including 40 YTS part-time tutors, most of whom are former teachers. It runs around 120 training courses at five area centres, at head office, and at a business training centre.

Training is an integral part of employment and career development for all employees: last year 13,000 staff

sion was irrelevant and failed to motivate trainees, did not integrate education and training elements, and was not consistent across the 13 colleges used.

It now does most of the YTS training itself, but still uses a few colleges where the courses are of high quality. The report suggests that colleges might adopt much of Sainsbury's training style, including the extensive use of audio-visual aids and of manuals to replace note-taking; the emphasis on practical work, discussions, role-play, and tutorials; and the encouragement of students to manage their own learning.

In got firms like Sainsbury's in use them more, concludes the report, colleges need to be more flexible and recognize that the companies often require programmes tailored to their specific needs.

But short of getting the companies to trust them with their training, colleges may still be able to make some money out of them, it suggests - by renting out classrooms for the companies to use during college vacations,

which can now be taken (from scratch) with French, German and Spanish as well as a BSC course in business economics at the same university.

Cambridge School of Art is also offering a new course in art history and conservation studies which should be of interest to arts and science students, and Humberside College of Higher Education has received approval to run a CNAA degree in European business studies. This is offered in parallel with courses in Bordeaux and Madrid.

Humberside College also becomes part of the polytechnic applications scheme from this month, with seven other colleges. These are Bolton Institute of Higher Education, Bucks University, Cambridgeshire College of Arts and Technology, Derbyshire College of Higher Education, Dorset Institute of Higher Education, Ealing College of Higher Education and Essex Institute of Higher Education. All applications for degree and associated Higher National Diploma courses at these colleges must now be submitted on the standard PCAS form.

Finally, a reminder to Oxford applicants that Magdalen College, Cambridge, will be admitting women as well as men from October next year.

Brian Heap

## Careers Diary

A quiet revolution has been taking place at one of the most impressive universities in the country, The Royal Holloway and Bedford New College. The transfer of Bedford College from Regent's Park, which began in 1982, is now complete and new courses in geography, geology, psychology, and social policy and social science have now been established. The college already has a good reputation in drama, music, English, history and computer science, while chemistry, physics, botany and zoology are worth considering. Other developments on the university's 126-acre site adjoining Windsor Great Park, include a £1 million investment in student accommodation - some 1,700 places are now available for the 2,800 students.

However, a number of new courses are being announced - even after the publication of the UCCA handbook and the Vice-Chancellors' Compendium. These include Arabic at Salford,

Ian Nash talks to Gus John, the Inner London Education Authority's newly-appointed community education officer

## Broadening chances and reaching people

Given the chance, Gus John would turn every school into a community education centre as soon as possible.

And given half a chance, he would abolish the government-granted power of the Manpower Services Commission to "coerce" school-leavers into the Youth Training Scheme and force it to compete with a well-funded community education service.

But, as the newly-appointed community education chief for the capital, he is a realist and knows he has not a chance in a million of doing either - at least, not overnight.

Nevertheless, he has extremely high aims and, notwithstanding the intention of some boroughs to opt out of Inner London Education Authority control, he will be arguing strongly for schools to become community colleges and share facilities with the adult education and youth services.

"Most resources in schools are quite under-used," he says. Most heads agree with him and many go to great lengths to extend the use of facilities to the rest of the community. But turning the entire premises into a community centre is quite another matter.

"Because community education is non-statutory, one has got to fight hard to preserve it and sell it," he says. And because it does not have the high profile of school and the YTS, people are often quite unaware of what it offers and assume it is about macramé and basket weaving.

"The history and misunderstanding it may be, but the ILEA sees Mr John's position in charge of the community education service as a key post and ranks it at assistant education officer level.

Mr John replaces Mr Peter Clyne, who was assistant education officer in charge of community education and careers and is now director of community services for Richmond-upon-Thames. The careers work will be handled by one department under Mrs Pat White, director of careers.

He will head a service which offers more than 800 subjects to 250,000 people on part-time courses and social and recreational education in an informal setting to more than 100,000 young people.

Mr John - who comes to the ILEA from Manchester where he was i.e.a. vice-principal in their community education service - is not one to knock the MSC. "Community education often depends on it for money," he points out.

"But in terms of social provision and post-16 education, what goes on in the MSC is but a fraction of what goes on in the community education service."

"In the past 10 to 15 years, the service has undergone a profound change for three reasons: growing unemployment, the fact that apprenticeships are not as readily available, and MSC schemes have increasingly been seen as coercive and not something kids would choose to do."

Having said that, he is keen to point out that community education is not about providing a safety net for disaffected youths. "It is about providing educational opportunities for as wide a range of people as possible. This may include vocational preparation, but there is much more besides."

It is also a personal and social education service which needs to be

"aware of and responsive to changing demands". Schemes he has seen launched in his 20 years' involvement in the service range from a dance group for young women to a co-operative enabling young people to print their own community newspaper.

Although he is still only 42, he has been active in the black working-class movement in education and schooling in Britain since 1965. He has also devoted much of his career to social policy analysis, research and community development.

Mr John has also had considerable experience as a manager, trainer and examiner of youth and community courses. He believes the ILEA has a

good track record for community education and feels that "at a time when education is being packaged as a market-place commodity, it is essential that all efforts are made to preserve and build on it".

"Community education underlines the importance of education as a fundamental human right - a right that is not dependent on age, financial status, race, sexual orientation, creed or ability," he says.

"However much some people might criticize the centralized nature of the youth service in the ILEA, it does allow for a more economic integrated approach to the needs of youngsters, whatever their background."



Gus John: preserving and selling community education

## How to make a gas bill really interesting



'The Gas Billing System' is a perfect case study of commercial application for the GCSE examination in Computer Studies. Based on a fictitious organisation called 'Capital Gas', it is a simulation of a gas billing system, in which the student assumes the role of a member of the Company's staff, or a customer, and explores the workings of the billing system.

The teaching pack contains 1 disk, a 20-page Teacher's Guide (including seven masters for worksheets) and one 40-page student book.

The student pack contains 5 copies of the student book. This is designed to be motivational. Written in a friendly, informal style, it is heavily illustrated with photographs, computer printouts, flow charts and cartoons.

Versions available:  
BBC Disk 40T Micro (Model B, B+ Master 128). Stand alone Cat No 83/1  
RML 380Z/Link 480Z (SD) Disk. Stand alone Cat No 83/2

Price per teaching pack:  
Both versions £37.20 (inc. VAT)  
(Payable on disk only)  
Student pack, containing 5 copies of the book: £18.95  
To order, fill in the coupon below and send to:  
British Gas Education Service, PO Box 46, Hounslow TW4 6NF.

Please send me (state quantity and format required):

teaching pack(s).....  
Please send me (state quantity required) student pack(s).....

I enclose cheque/postal order/local authority requisition for £..... (\*delete as appropriate) payable to British Gas plc.

Name: .....

Dept: .....

School: .....

Address: .....

British Gas

## NEW SOCIETY BRINGS THE REAL WORLD TO STUDENTS

From October 1, Society Today, New SOCIETY's popular pull-out for sociology students, will be relaunched in a new format. The new Society Today will appear every week during term-time. Aimed at those coming to sociology for the first time - particularly "A" level students - its aim will be to link sociology to what is actually going on in the real world. Unlike text books, Society Today will be able to look at topical events from a sociological point of view. It will make the subject more interesting for the student - and help teachers deal with examiners' complaints that candidates miss opportunities to make topical references in their answers. It will mix material of this kind with compact pieces on research methods, and interviews with the most interesting and controversial sociologists of the day. The new Society Today will be the basis around which many sociology teachers will choose to structure their classes. To make this easier, New SOCIETY's special school scheme enables students to get New SOCIETY at 55p.

SOCIETY  
TODAY

To encourage its use as part of the teaching of Social Studies, New SOCIETY is now available to students at schools and colleges for just 55p a week - just over half what it costs in the newsagents. To qualify for this very special offer you need to order a minimum of five copies - when you do, New SOCIETY will send you one extra copy each week entirely free of charge.

Details of this scheme have been mailed to all secondary schools this week. If you have not seen them and would like to know more please return this form to New Society Schools Offer, 42/43 Lower Marsh, London, SE1 7RQ.

Please send me details of the New Society Schools Offer

Name.....

Address.....

TES1..



# The changing questions

## EXAMINATIONS

### Ian Nash reports on the declining popularity of A levels and the rise of BTEC

A dramatic slump in the number of candidates taking A level sciences and modern languages over the past two years has been accompanied by a sharp increase in the popularity of the BTEC national diploma.

While it would be misleading to suggest a straightforward case of cause and effect, the trends have profound implications for the recruitment of undergraduates and teachers of shortage subjects. In the words of one BTEC senior officer: "The government must seriously consider abandoning A level as the natural route to university".

The rise of BTEC and drift away from A levels should also shape the thinking of the Higginson committee looking at how the GCE exam can be, in the words of the Education Secretary, "maintained and improved".

Also, many people, including members of the teacher unions, who have pressed for teaching to become an all-graduate profession, will have to broaden their horizons.

Enquiries by *The TES* about A level physics, chemistry and biology candidates show a 9.8 per cent drop from 114,867 to 103,606 since 1985. By contrast the 18-year-old population dropped by only 3.8 per cent. The majority of A levels, excluding mathematics, seem to be in decline.

The survey covered six of the eight A level examining boards and accounts for more than 90 per cent of all

applicants for 1985-87. This year's figures for the Oxford and Southern examining boards will not be available until later this month.

The popularity of A levels peaked in 1983 and 1985, during which time the number of candidates for the BTEC national diploma rose by 11 per cent from 40,419 to 45,825.

By 1986, the BTEC figure was 47,500, reflecting a steady increase which is expected to continue this year. Moreover, since 1985 the number of candidates for the Higher National Diploma has shot up by 19 per cent from 21,600 to 25,600.

Higher National Diploma courses are mandatory grants and compete for students with the first degree courses. There is a clear indication that once students embark on the BTEC route they are reluctant to give up.

The BTEC figures include business studies as well as science. They are very difficult to separate out because many students take a mix of subjects. Indeed, Mr Martin Jones, an advisory officer for BTEC, said: "Flexibility is one of the strong attractions of BTEC".

It is common for students to take a combination of business studies and physics for engineers, or design and construction with science. They may be putting off specialization until the HND or have an eye on a job that requires a specific mix of education and skills training.

A considerable increase in the popularity of BTEC came with the rise of the tertiary college. Mr Michael Austin, principal of Ayrington and Rosendale and chairman of the Tertiary College Association, said: "In some cases, numbers have doubled in the last few years."

"In a tertiary college, students are counselled for courses and see that BTEC and A level are treated with equal esteem," he added.

"In a divided system, there is often school, peer group or parental pressure to continue with the traditional A levels." Both Mr Austin and Mr Jones stressed this point and added that pupils opted for BTEC because it was modular with the chance to rethink career options.

They also felt that the students were attracted by courses which offered student-centred learning in a more adult environment than school could offer.

There is some evidence that universities are viewing BTEC with increasing favour. The number of applicants with such qualifications rose from 5,429 in 1985 to 6,436 in 1986 with roughly half filling places. At the same time numbers of applicants from A level courses fell by 4 per cent.

But considering that the Universities Central Council on Admissions receives around 150,000 applications annually, the inroads made by BTEC students into the academic sector are marginal.

If people who have opted for the 'BTEC' route remain reluctant to re-enter the academic field, or unless the Government tries harder to attract more people from vocational education into teacher training, then it could have serious implications for shortage subjects.

The Teaching as a Career Unit (TASC) reported by the Government and local education authorities, is likely to declare that business studies is the next in line to be classified a shortage subject.

It seems that what happened in physics last year is happening in chemistry now and will hit business studies next year. Another cause for concern is modern languages. Applicants for A level French fell by 12.5 per cent in 1986.

Mr Michael Richardson, the TASC assistant secretary for teacher supply, takes heart from the fact that the country seems to be "bucking the trend of the last four years" and attracting more people. Applications for training as physics teachers rose from 279 to 806 between March 1986 and March 1987.

University Grants Committee awards for special courses to tackle shortages in physics and mathematics have also proved popular and beneficial according to a number of universities including Aston and Sussex.

Like a growing number of universities, Liverpool is offering an engineering degree course for students without mathematics A level and, in publicizing it, has put particular emphasis on BTEC.

In addition to the TASC Unit's work, there is evidence that the £1,200 bursary for teacher trainees in physics, mathematics and CDT has had its desired effect. Ministers were encouraged by news that training courses for 1987 were full.

## Numbers of candidates sitting an A level science examination

Board	Candidates
London	86
WJEC	30,495
JMB	8,352
O & C	43,067
Cam	6,195
AEB	11,324
Total	114,867

1987 entry figures are provisional. Numbers of entries may differ from number taking examinations. Science = physics, chemistry, biology.

However, the subject associations, Royal Society of Chemistry, Institute of Physics, and Institute of Biology, remain unconvinced that the slump will be of much long-term value. Some rejected it as merely a pre-election political point scoring move.

Mr Maurice Ehniss, education officer for the Institute of Physics, said: "There is a lot of euphoria about the £1,200 bursary and the increased take-up of places. But the real problem is those who leave for better paid jobs after five or six years."

"We receive so many reports of schools having difficulties keeping science teachers beyond the age of 25, there is evidence of a brain drain into industry."

Mr Tony Ashmore, education officer for the Royal Society of Chemistry, also said high salaries were the main reason for people leaving, but he added that people "tired of being forced to take a penny-pinching attitude in such a resource-intensive subject".

Surprisingly, mathematics - despite being a shortage subject - has kept up numbers of A level candidates and in some cases has improved rates. The benefits, however, will be felt more by the world of commerce than that of science and industry.

There is an increasing tendency to combine mathematics with arts and humanities, with an eye to the big city and prestige accountancy jobs.

That the image of science is tarnished compared with the City and pay is relatively so low was a point repeated with extreme frustration at the British Association for the Advancement of Science annual meeting in Belfast last month.

The evidence of the rise in popularity of BTEC courses will only add to that frustration in the short-term. But there is a positive side since it provides powerful ammunition in those arguing for BTEC not only to be recognized on a par with A levels for university entrance, but for institutions actively to pursue such students.

Five thousand children in the East London borough of Tower Hamlets have allegedly lost between a day and a month's education over the past four years as asbestos has been either removed or rescaled into their school buildings.

# Safer ... but still sorry

## HEALTH AND SAFETY

### James Meikle looks at the disruption caused by the presence of asbestos in school buildings

More lessons are likely to be missed in future. Much work remains to be done at Danford secondary school, for example, and the removal operations have not even started.

Children are often transferred temporarily to other schools some distance from their own, because of the length of time needed to strip asbestos pipe lagging, coat ceilings and provide alternative forms of fire protection and noise insulation.

The estimate of missed schooldays comes from trade unionists working for the Inner London Education Authority, which keeps no specific figures of school days lost either for Tower Hamlets or inner London as a whole.

Many of the capital's school staff support the authority's policy of removing asbestos from all its buildings but blame the IEA bureaucracy for poor standards of work and waste of money. The authority is currently spending about £7 million a year on asbestos removal.

Some of the IEA procedures are expected to be scrutinized next week when the results of an inquiry into an accident at the Camelot primary school in Southwark are published.

Mr Walter Ulrich, a retired deputy secretary at the Department of Education and Science, has conducted an independent investigation into how the school's kitchen came to be contaminated by asbestos disturbed by electrical contractors. It has since been claimed that the children at Camelot and two neighbouring schools were not put at risk but the authority's response to the incident - and other emergencies - has been criticized.

Trade unions maintain that in some cases the IEA has merely sealed in asbestos, rather than remove it, and has put unfair pressure on schools by

releasing dangerous, or currently safe, materials. But tests conducted at Ernest Bevin secondary school in Wandsworth persuade some campaigners for removal that pupils' normal boisterous behaviour could disturb asbestos.

Repeated slamming of doors and the kicking of a wall in a special protective "tent" revealed levels of asbestos fibres up to 87 times the levels set by the IEA. The authority says that in any batch of air samples, none must go above 0.01 fibres per millilitre of air (about the size of a sugar cube).

Further tests have been conducted at schools during the summer.

Although the IEA has the most comprehensive "no asbestos" policy, other authorities strip it out when there is a risk of fibres being disturbed.

Another £800,000 will be spent on ceilings and pipework next year and £500,000 in 1989/90.

The Government makes no special provision for asbestos removal. It does recognize, however, that "there will be some financial consequences which will be considered in the annual consultations with the local authority associations on planned local authority expenditure".

Undisturbed materials in good condition present little risk. But in a memorandum issued last year it said: "As there is no known threshold level for exposure to asbestos below which there is no risk, it is important ways to take whatever steps are necessary to reduce exposure from any form of asbestos to the lowest reasonable practicable level."



The poisonous ash: trade unions want the asbestos removal programme stepped up

**GCSE, MACOS, TVEI, CORE CURRICULUM.** The evolving curriculum and the need for more vocational 'hands on' experience in today's teaching environment is more important than ever.

**PRIMARY, SECONDARY, UNIVERSITY.** Whoever you teach, these changes affect you. That's why more and more people are turning to THORN EMI Business Communications for top quality Audio Visual equipment and equally good advice.

**DRAMA, SCIENCE, SPORTS.** Whatever you teach, Britain's largest supplier to the education market has produced a useful brochure to help you, outlining twenty exciting new ideas on how best to utilize Audio Visual equipment in the evolving curriculum.

**ROLEPLAYING, OBSERVATIONAL, EXPERIMENTAL.** The uses are endless. Our wide range of state-of-the-art camcorders are ideal for interview training, making trigger sequences for classroom discussion or even filming in the physics lab. We also have a wide range of TV's and monitors for playback, including the sturdy group viewer, designed specifically for the education market.

For more bright ideas, fill in the coupon below and send it to: THORN EMI Business Communications, Highfield House, Foundation Park, 8 Roxborough Way, Maidenhead, Berkshire SL6 3TZ or call Julie Powell-Sayers or Paul Rogers on Maidenhead (062882) 2181 for further information.

**YOU'LL NO DOUBT HAVE YOUR OWN IDEAS CONCERNING THE EVOLVING CURRICULUM. HERE'S HOW TO GET ANOTHER TWENTY.**

Please send me a free copy of your brochure geared specifically to the education market, containing many useful ideas to help me with the evolving curriculum.

NAME: \_\_\_\_\_  
 SCHOOL/COLLEGE: \_\_\_\_\_  
 POSITION: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_

**THORN EMI Business Communications**  
 THORN EMI Business Communications, Highfield House, Foundation Park, 8 Roxborough Way, Maidenhead, Berkshire SL6 3TZ



In 1986 eleven hundred separate advertisements were placed by British publishing houses in *The Times Literary Supplement*, *The Times Educational Supplement* and *The Times Higher Education Supplement*. In these individual spaces, anything from single titles to whole series were promoted, from the publishers' academic, educational and general trade lists.

The Design Award for *The Times Supplements Publishers' Advertisement* has been instituted to recognise the many talented designers and copywriters active in the British publishing industry and to encourage their continuing high standard. The Award will be applicable for any advertisement from British book publishers appearing in any *Times Supplement* between May 1 to December 31, 1987. Entries will be limited to one per publishing house/division of a publishing house.

THERE IS A PRIZE OF \$1,000 FOR THE WINNING PERSON/TEAM, AND A TROPHY TO THE PUBLISHING HOUSE CONCERNED.

A distinguished panel of judges (to be announced later) will reflect the interests of commercial design, publishing and the readership of *The Times Supplements*.

Application forms are available from: Nigel Denison, *The Times Supplements*, Priory House, St John's Lane, London EC1M 4BX, to whom you should write mentioning the name of your publishing house.

# Standing the test of time

Many teachers will have their first experience of clocking off today now that Mr Kenneth Baker's new contract is in force. Barry Hugill reports

Thousands of teachers will today be filling in a time-sheet. For many it will be their first experience of a practice common in business and industry.

The sheets have been distributed by the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers to all their members in England and Wales. With them have gone a set of instructions as to how and why they should be filled in.

This is a joint initiative by the two unions representing yet another round in their skirmish with Mr Kenneth Baker over his imposed pay and conditions settlement.

As part of that settlement the Minister decreed that teachers should be available for work up to 1,265 hours per year or not more than 195 days (of which only 190 will be with pupils). The 1,265 hours is usually called "directed time".

In addition, the Minister is insisting that each teacher "work such additional hours as may be needed to enable him to discharge effectively his professional duties, including, in particular, the marking of pupils' work and the preparation of lessons, teaching materials and teaching programmes".

The teacher unions are far from happy with the conditions but have had no option. They are insistent, however, that their members should not be "employed" and made to work an excess number of hours.

The NUT and the NASUWT

**WEEKLY TIMESHEET**

IMPORTANT - READ NOTES ATTACHED BEFORE FILLING IN THE TIMESHEET

WEEK BEGINNING: \_\_\_\_\_ OR WEEK NUMBER: \_\_\_\_\_

A. CUMULATIVE TOTAL OF DIRECTED HOURS TO DATE - CARRIED FORWARD FROM PREVIOUS WEEK'S SHEET

B. STANDARD WEEK FOR ALL STAFF - (see note 4)

C. ADDITIONAL DIRECTED TIME - (see note 5)

	Mon	Tues	Wed	Thurs	Fri	Sat/Sun (if relevant)	TOTAL
Pupil Assessment/Reports/Records							
Discipline/Pastoral							
Meeting - Staff							
Meeting - Parents							
Sports/Music/Drama etc. Visits, etc.							
Management/Administration							
Other							

D. NEW CUMULATIVE TOTAL FOR YEAR - (add A, B & C)

E. CUMULATIVE TOTAL OF DAYS

F. ADDITIONAL NON-DIRECTED TIME SPENT ON SCHOOL WORK WHETHER AT SCHOOL OR ELSEWHERE - (see note 6)

	Mon	Tues	Wed	Thurs	Fri	Sat/Sun	TOTAL

NOTE: Do not include this in totals to the right or in return to head.

**IMPORTANT**

**DETACH ONLY WHERE INDICATED**

DETACH HERE AND RETURN TO HEADTEACHER EACH WEEK

NAME: \_\_\_\_\_ WEEK BEGINNING: \_\_\_\_\_ OR WEEK NUMBER: \_\_\_\_\_

I have this week undertaken \_\_\_\_\_ days and \_\_\_\_\_ hours of directed time. My running total for the school year so far is \_\_\_\_\_ days and \_\_\_\_\_ hours. My detailed record is available for your inspection if you so wish.

The time-sheets which they describe as "a form of protection".

Headteachers have a responsibility to allocate teacher time in line with the Minister's wishes and the two unions argue that the time-sheets will help heads to judge how many hours of a teacher's time "they have left to them".

The heads are not appreciative of the unions' "assistance" and Mr Peter Snape, general secretary of the Secondary Heads Association, says that he is "not interested" in the time-sheets.

"Whatever a teacher puts on the time-sheet does not count unless previously allocated by the head."

Both unions accept that the vast majority of heads will not attempt to impose excess hours on staff. They are clear as to what would constitute too much work. The guidelines state that the total of a teacher's work should be based on a notional 35-hour week.

The time-sheets allow for all time, whether "directed" or "non-directed", spent undertaking the work of the school. The 35-hour limit applies to both types of "time".

Neither union can force its members to fill in the sheets but both are convinced that they will. And this



## OVERSEAS

# Lycées creak under the weight of new pupils

French lycées are struggling to find teachers and accommodation for an extra 80,000 pupils this term but M René Monory, the Education Minister, expects classroom conditions to be "satisfactory".

The country's schools have admitted an additional 25,000 children this year but there are huge variations within the system. For the second year running, nursery schools have seen a big drop in intake with 28,400 fewer infants than last year. Primary schools, on the other hand, with 50,000 extra pupils, are seeing their first increase since 1970.

The intake of the colleges (lower secondaries) is, however, down by 90,000 - well over double last year's drop.

As usual, teaching and parent unions are less optimistic than the Education Minister about conditions this new school year, or *la rentrée* as it is called. They report that "tens of thousands of applications have been refused, in nursery schools as well as vocational lycées." They accuse M. Monory of resorting to "bluff and camouflage" and of having his mind on next spring's presidential election campaign rather than on *la rentrée*.

The biggest problem facing the Education Ministry is how to ensure enough places and teachers for the extra 80,000 pupils. Fifteen new lycées have been built but construction has not kept pace with the increase in rolls. Under the decentralization process begun in January 1986, the regions are now responsible for lycée building and maintenance. Many of the schools

## FRANCE

**Mary Follett reports on the logistical problems that the education system will face during the coming season**

they have inherited are in a poor state of repair.

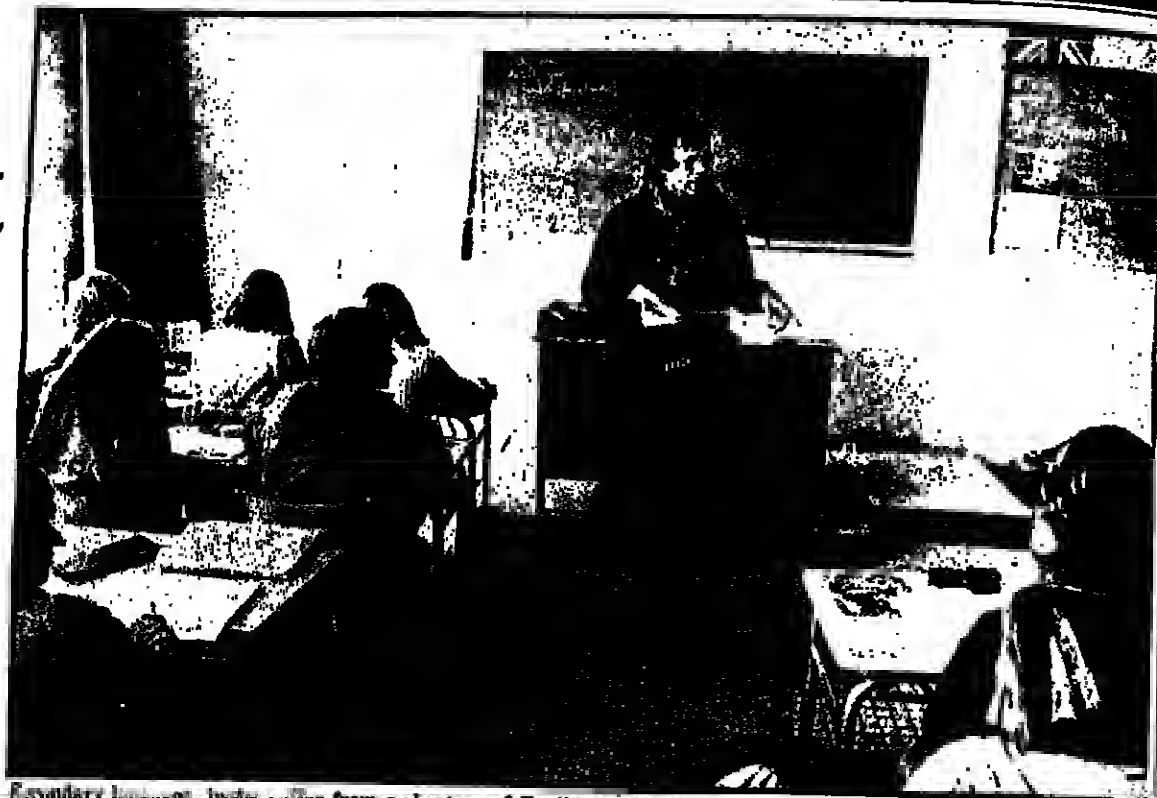
M. Monory has stepped up recruitment of both secondary and primary teachers and admits that salaries must be made comparable with industry's in order to attract more candidates. But this September's 3,300 new secondary teachers will not give sufficient cover, particularly in science, English and literature.

This summer the Ministry organized a campaign to recruit trainee primary teachers, giving publicity to improvements in salary and career prospects. As a result, there are now 30,000 candidates for 5,800 places in primary teachers' training schools.

Until last September, future primary teachers were recruited after the baccalauréat, but candidates now have to pass the *Deuxième Diplôme d'Etudes Universitaires Générales* after two years at university before they can apply.

Once established, they can now expect to earn a maximum of F9,525 (£950) a month compared with F8,631 in 1984.

Their career prospects have also improved slightly as this year, for the first time, primary schools will have



Secondary language lycées suffer from a shortage of English teachers

8,500 officially designated heads or *maîtres directeurs*. Until now, the headteacher was like any other but had extra administrative responsibilities. M. Monory went ahead with the creation of a new status for them despite strong opposition from teaching unions, who feared the measure would deprive them of members, and teachers who thought it would be divisive.

The new heads will receive a month's extra salary with the title but some fear they will have to toe the Ministry line more than they did before. M. Monory had earmarked F2 billion to pay for increases in primary teachers' salaries.

Minister Michèle Alliot-Marie, junior minister for schools, is also spending F30 million on extra tuition classes of two or three hours a week for primary children with serious reading problems. She estimates that 20 per cent of first-year secondary children have difficulty reading and hopes to help a

third of them this year.

In lower secondary, the Ministry says it is continuing the reform programme begun under the previous socialist administration in 1984, to improve teaching and learning standards. This will now concern 75 per cent of the colleges and a report is due to be published this term.

When M. Monory took over from M. Jean-Pierre Chevènement in March 1986, he said he would not replace his predecessor's work with any major reform of his own, and he is keeping his word.

First-year secondary pupils started M. Chevènement's curriculum last year and second-year pupils are now beginning their new courses. They will have an hour a week of civic education which includes French institutions, socialism and inequality. Fifth-year lycée pupils also have a revised syllabus, with most changes in French, maths, science, history and geography. The Ministry is also continuing the

policy of relaxing entrance boundaries, giving parents a choice between several lower secondary schools and, more rarely, between lycées. For obvious reasons, the most prestigious schools are not usually included in the choice.

Some towns such as Avignon, Périgueux, and Clermont-Ferrand have no catchment boundaries at all, while others, like Versailles, Strasbourg, Rouen, Nice and central Paris are untouched by the experiment.

Later this term, M. Monory promises his "plan for the future" which he hopes will serve as a blueprint for education over the next 5 to 10 years. He has assumed M. Chevènement's duties with 80 per cent of an age group educated to baccalauréat level by the end of the century. One of the most urgent problems he has to solve is how to find the estimated 300,000 extra teachers who will be needed over the next 10 to 15 years, in order to achieve that aim.

# Strike calls follow university murders

## COLOMBIA

Three university lecturers were shot dead in a single day in Medellín in the end of August. Sr Abel Rodríguez, the president of Feccode, the national teachers' union, accused right-wing paramilitary death squads of the killings. All three victims had been connected with left-wing politics.

The most prominent of the three, Sr Héctor Abad Gómez, 66, was a senior member of the medical faculty of the University of Antioquia in Medellín, and also president of the Antioquian branch of the Colombian Human Rights Committee. He had spoken out against political murders in Medellín, which has one of the highest incidences of violent death in the world.

He had also been selected as the ruling Liberal Party's candidate for mayor of Medellín in next year's elections.

Sr Abad died, along with a young colleague, Sr Leonardo Betancur Toboada, 33, while attending a memorial ceremony for the third victim of the death squads, Sr Luis Felipe Vélez, 41, who had been shot down as he arrived at the university that morning.

Sr Vélez had been re-elected president of the local branch of Feccode the previous day. A short time before he had been publicly accused of sympathizing with left-wing guerrillas by the Antioquian brigade commander, General Rafael Padilla. Feccode immediately called its 180,000 members out in a 48-hour national stoppage in protest of the killings.

In the highly-charged political atmosphere the suggestion that somebody is in sympathy with the "subversives" is sufficient to bring the shadowy death squads into action, and the link between teachers and guerrillas is axiomatic in the minds of many conservative Colombians.

Seven lecturers and five students at the University of Antioquia have died violent deaths this year, 11 of them in the past two months.

Colombia is not at war, and is governed by an elected president of liberal leanings, Sr Virgilio Barco. But when he took office last year, he inherited a failed attempt by his predecessor, Sr Beltrán Betancur, to "pacify" a country which has been wracked by civil disorder for most of its century and a half of independence, and particularly since the period in the 1940s and 1950s known simply as *The Violence*, when perhaps 300,000 people died in an undeclared civil war.

Among the legacies of that period are a number of armed groups devoted to the overthrow of the two-party system that has traditionally dominated Colombian political life.

President Betancur's ill-fated attempt to end the fighting and bring the guerrillas back into the mainstream of political life was highly unpopular with the armed forces. A truce with the main guerrilla group, signed in 1984, soon degenerated into sporadic clashes between guerrillas and army units, amid mutual accusations of responsibility.

As far as the guerrillas are concerned, the military never had any intention of respecting the truce, or of permitting the return to open political activity by former fighters.

President Betancur's great triumph was to persuade important elements of the Communist Party's armed front, FARC, to lay down their arms and form a political party, Unión Patriótica (UP), which contested the last elections. UP claims, however, that 815 of its members have been murdered in the three years since the truce.

A week before the triple murder at the University of Antioquia, gunned down Sr Pedro Luis Valencia Giraldo, a lecturer and UP senator.

The death squads made no secret of their determination to settle scores with former guerrillas, no matter what the President might arrange.

Michael Gibson

# Schools rot as teenagers riot

## SWEDEN

**Chris Mosey on the problems of a welfare state that promises to care for its citizens from 'the cradle to the grave'**

The result is that towards the end of the long summer holiday thousands of youngsters tend to gather aimlessly in Kungsträdgården, a royal park in the centre of the city.

Add a few dedicated troublemakers and an extremely nervous and notoriously incompetent police force and you have a recipe for trouble.

"Youngsters aged 14 to 18 simply have nowhere to go in Stockholm," said Anders Carlberg, leader of a project aimed at curbing violence among young people. "The politicians have decided that teenagers should stay in their suburban youth clubs, but the kids aren't interested. A few of us have been campaigning for more than a year for the provision of a meeting place for youngsters in the inner city."

Carlberg said the riots were a symptom of a far deeper sickness in Swedish society. "What we've got now is a sort of apartheid of the generations," he said. "Adults and youth live in completely different worlds. Where are all the grown-ups when things are hitting up in the centre of the city? What do they know about their children?"

The centre of Stockholm, a city with a population of more than a million, resembles a small English provincial town with nowhere for young people to meet or simply enjoy themselves.

"The politicians seem to think that



Brought down: more than 140 teenagers were arrested on the sixth night of the Stockholm riots

the trouble is caused by underprivileged elements but the fact is that even well-adjusted kids are joining in."

Psychologist Binnie Kristal-Andersson, author of *Alaska Mig* (Love me), a novel about an alienated Swedish teenager, says flows in Swedish society lead to conflict between youth and authority. "People in this very structured and materialistic society feel that they have to wear a mask. There is little room for spontaneity."

She and other experts attribute the riots to young people feeling imprisoned in a basically sterile, largely loveless society, which takes care only of their material needs.

Meanwhile, *Expressen*, Sweden's leading evening newspaper, drew attention to what it describes as the "decayed" state of Swedish schools. In a campaign headed "Save the schools", the paper said textbooks

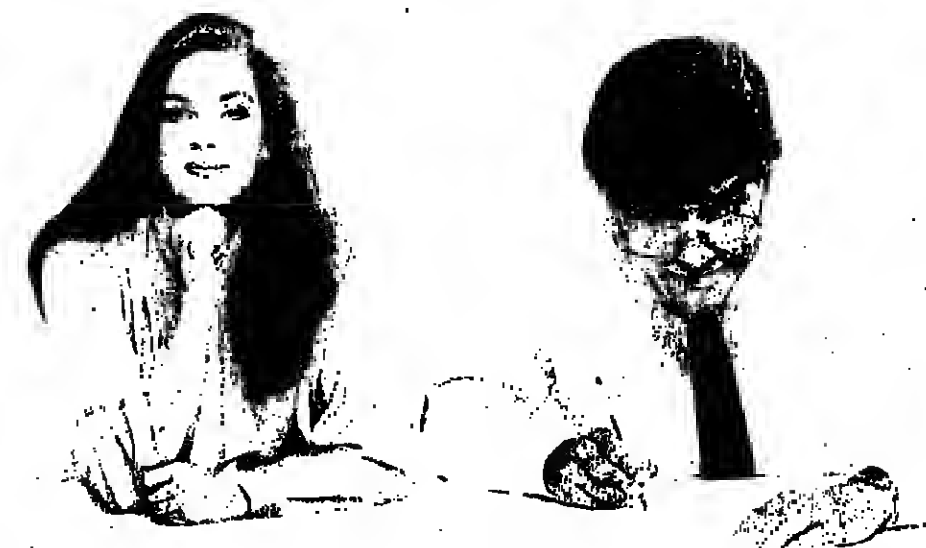
were out of date, described many classrooms as "slums" and claimed some schools were in such a bad structural condition that roofs were liable to fall in.

"The result is discomfort, truancy, vandalism and, above all, declining educational standards," said the paper. "Some pupils cannot even write, count or read."

A recent survey by another newspaper, *Dagens Nyheter*, revealed that more parents were removing their children from state schools to place them in Sweden's few private establishments with fees ranging from £2,500 to £6,800 a year. According to the paper, around 11,000 children now attend private schools.

Mr Jeremy Hanson, who runs Uddens, a private school in Malmö, the Sweden's third largest city, said interest had increased dramatically in the past five years.

# Panaboard keeps your attention.



Dick and Jane are being given a presentation.

Jane knows that her presenter is using a Panasonic PANABOARD. It's the new high-tech visual aid that prints whatever's written on it, so she won't have to take notes. Her presenter will simply press a button and in seconds flat she'll have all the notes she wants. All she needs to do is pay attention.

Not like Dick. He is getting left behind because he is taking notes, not taking part. Just as he would do if his presenter was using a conventional whiteboard or flipchart. Silly Dick.

PANABOARD is simplicity in itself. One push of a button and "what you see is what you get" on paper. And with the guarantee of Panasonic quality, you can rely on PANABOARD to streamline your presentations and keep your audience riveted - not writing! Be a clever Dick. Send the coupon for more details on PANABOARD.

**Panasonic**  
Office Automation OA

Delete as appropriate: Please send me further details/I would like a demonstration of the new Panasonic PANABOARD.

Name \_\_\_\_\_ Job Title \_\_\_\_\_

Company Name \_\_\_\_\_ Address \_\_\_\_\_

Postcode \_\_\_\_\_ Tel No: \_\_\_\_\_ Telex: \_\_\_\_\_ Fax: \_\_\_\_\_

Panasonic Industrial UK Ltd  
280/290 Bath Road, Slough, Berks SL1 6JG  
Tel: Richard Stamper on (0753) 73181

# Back on the yellow brick road

## UNITED STATES

**Christian Fundamentalists who object to the use of the Wizard of Oz in schools have lost their latest court case. Bill Norris reports**



Fundamentalist opponents are seeking a ban on books that offend their beliefs

In a double blow to the Christian Fundamentalist movement, two United States Federal appeals courts have reversed lower court decisions which banned school textbooks on religious grounds in Alabama, and allowed parents to remove their children from reading classes in Tennessee.

Of the two, the Alabama ruling is considered the most significant. There, Judge Howard Hand had held that 44 widely-used textbooks promoted the "religion of secular humanism" and banned them from state classrooms on constitutional grounds. His decision had caused a flurry of alarm in schools across the country, fearful that it would form a precedent for legal action by other Fundamentalist parents.

The three appeal judges deliberated whether secular humanism qualified as

a religion or not. It was, they said, inconsequential, because none of the books complained of conveyed a message of government approval of humanism, or disapproval of theism. Their use was therefore not unconstitutional.

An attorney for the 600 evangelical Christians who brought the case described the court decision as "a blow to religious freedom". "It is clear," said Mr Robert Skolrood, "that Christians

no longer have equal standing before the court."

But Mr Arthur Kropp, executive director of People for the American Way, a liberal lobby group that supported the appeal, called the decision "just plain good sense".

"Judge Hand's ruling," he said, "was on injustice to American schoolchildren. Today's ruling rights that wrong."

The issue may not be settled yet. The losers are threatening to go to the US Supreme Court, as are the Tennessee parents who heard last week that an appeals court had rejected their contention that school reading books offended their Christian beliefs.

These fundamentalists will also lose the \$50,000 (£30,000) awarded to them in the lower court, after they had lodged more than 300 objections to books ranging from *The Diary of Anne Frank* to *The Wizard of Oz*.

The Supreme Court has already decided one similar case this year, striking down a Louisiana law which required schools to give equal time to the teaching of creationism and evolution.

But many teachers and parents are worried that if the appointment of ultra-conservative Justice Robert Bork to the court is confirmed by the Senate, the balance of the bench may swing in the fundamentalists' favour.

# Time travellers who would lose their way

America is a young country, but not quite so young as some of its students seem to think. According to a survey by the National Endowment for the Humanities, nearly a third of 17-year-olds believe that Columbus discovered the New World some time after 1750.

The dates of more recent events are even less well known: 68 per cent of the 8,000 teenagers questioned could not place the American Civil War within the correct half century, and 43 per cent could not do the same for World War I. American schools, concludes the study, are producing students with "staggering gaps in knowledge" of history and literature, teaching them how to think without giving them anything to think about.

The survey follows hard on the heels of a report by the American Federation of Teachers (FET, September 4), which concluded that world history curriculums were woefully inadequate.

"By allowing the erosion of historical consciousness, we do to ourselves what an unfriendly nation bent on our destruction might do," says Ms Lynne Cheney, NEH chairman. "In our schools today we run the danger of unwittingly proscribing our own heritage."

To reverse a situation in which 84 per cent of students cannot identify the author of *Crime and Punishment*, and two-thirds do not know who wrote *The Canterbury Tales*, the report urges the replacement of "social studies" with a systematic study of history. It also recommends foreign language study at primary level, to include the history and culture of other nations.

"World competition is not just about dollars, but about ideas," writes Ms Cheney. "Our students need to understand our democratic institutions, to know their origins in Western thought. These needs cannot be met in a primary and secondary curriculum that

typically devotes no more than three or four years to history in a 12-year sequence. They cannot be met in a curriculum that takes a hit and miss - and mostly miss - approach to literature."

The report urges teacher certification by an independent professional body, rather than as the automatic reward for completing a college course. It also suggests that teachers should play a major role in the selection of books.

Much of the blame for the present situation is laid at the door of over-concentration by schools on the Scholastic Aptitude Test - the voluntary multiple-choice examination which forms the basis for university entrance. "Looming over our educational landscape," says the report, "is an examination that carefully avoids assessing substantive knowledge. Whether test-takers have studied the Civil War, learned about Magna Carta or read *Macbeth* are matters about which the SAT is studiously indifferent."



n. 1. the state or quality of  
excelling or being exceptionally  
good; extreme merit; superiority

**COLLINS**  
POCKET  
DICTIONARY

**THE**  
**COLLINS**  
COMPACT  
DICTIONARY

**COLLINS DICTIONARIES**  
THE DEFINITION OF EXCELLENCE



## LETTERS

## Science hangs in the balance

Sir - The gentlemen of the Secondary Science Curriculum Review seem perturbed. Perhaps it is amusing to have your fallacies exposed after a massive and expensive orchestrated exercise in publicity and political persuasion.

If you subtract the rhetoric, their argument seems to be that the present system of secondary science is a near disaster and that by adopting the ideas of "broad and balanced science" things will be much improved.

The HMI report for 1986 makes no particular mention of the quality of science teaching other than the general statistic that 70 per cent of classes observed were "satisfactory or better". I am sure that there are deficiencies in science education but perhaps the SSCR exaggerates.

Their "solution" uses the standard politician's trick of taking a complex situation with many relevant factors and pretending that just one is the key to the situation.

Fortunately, the relevance of "balanced science" as a solution has been tested. There is little new in education and some years ago there was a similar

vogue for balanced science. Some schools persisted but generally it failed through pupil, parent and employer opposition.

It is likely that in those schools where teaching is poor, too few pupils choose science, be it separate or balanced. In particular, the very importance of physics in industry means that it is hard to get physics teachers of adequate quality. Where there is competent physics teaching, boys and girls choose appropriately to their and society's needs.

The education support grants for 1988/89 have no funding for training specialist science teachers for balanced science. The national curriculum developments will have to be funded "broadly within the planned level of resources" (Mr Baker, TES, July 31).

The deficiencies of the present system will be swept under the carpet of broad and balanced science. Perhaps that is what Mr Baker wanted?

JOHN COOPER  
137 Northway  
Sedgeley  
Dudley



Seeking the solution

## Narrow view

Sir - Mr Dick West (TES, August 7) is yet another who falls into the trap of believing that in order to teach "a fair amount of science to all, we can no longer afford the luxury of teaching a great deal of science to the select few".

It is precisely such views that have led such a devastating effect on our ability to produce enough students with sufficient specialist science knowledge to take up all available places at university and polytechnic.

It is the function of science teaching to do both. We need in "advance the cause of science as a part of our common culture" but not at the expense of reducing our specialist science teaching for the few.

The claim that there has been a "loss of faith by academics and industrialists" in the "specialist separate science" is spurious.

M O THOMAS  
School head of physics  
Pen House  
Swine Hill  
Hor Patton  
Grantham

## Bad blood

Sir - Here in Australia, there has been severe criticism of the Japan Exchange Teaching (JET) program which recruits teachers from the United Kingdom, Canada, Australia, New Zealand and the United States for one-year teaching contracts in Japanese schools and government agencies.

The teachers' criticism arises from the high-handed and arbitrary way many short-listed applicants were treated by the Japanese programme coordinators.

The 158 teachers chosen for interview to fill the 81 positions allotted the Australian intake quota were informed a few days prior to their interviews that few medical examinations were required, comprising X-rays, blood tests, and physical and mental assessments. Many teachers ran around feverishly getting their reports, some at a cost of up to A\$200 (200), expecting that the costs would be reimbursed by the Japanese Government.

Most overseas employing agencies, whether government or private, normally pay all costs associated with short-listed interviews unless explicitly stated otherwise, so it was not unreasonable to assume reimbursement for this new and hazy requirement. A lot of bad feeling was created, however, among both the eventually lucky finalists and the unsuccessfuls to discover that the Japanese Embassy denied any liability.

Feelings were not assuaged to find that in fact some applicants had just been told, on objecting to taking random X-rays and blood tests without any pressing medical need, just to get a less costly physical. Others were told not to bother getting any reports if they did not feel like it.

The truth behind the whole dithering affair turned out to be quite ludicrous. Apparently, a report on the JET programme had appeared in a Japanese newspaper, and later in the Sydney Morning Herald which stated that the mental and physical capabilities of foreigners to withstand the rigours of life in Japanese communities was in question.

Thus, the last-minute decision by the authorities as a face-saving means of defusing the newspaper criticism. A bad taste has been left by the whole business, a factor which will not help the recruitment program for 1988.

Many teachers feel that they have been unfairly treated, and the insensitive defence by the Japanese Embassy that many of the complainants are just poor losers has not improved their mood.

These teachers feel that they were just used in what turned out to be, effectively, an expensive job interview. Perhaps this letter may help to prepare UK teachers interested in the 1988 JET Program for what may turn out to be an expensive letdown.

HILDA QUINN  
4 MacDonnell Street  
Yarralumla  
Canberra  
Australia

## Counting on Cockcroft to make maths enjoyable

Sir - I was appointed as head of mathematics at my present school nearly six years ago, just before *Mathematics Counts* was published.

Needless to say, Cockcroft's report, findings, and recommendations have been very important in my work since January 1982. I would like to pick out just three points from Cockcroft which I believe the Government's statements and publications this summer are fully ignoring.

1 Cockcroft recommended that between 1/2 and 1/3 of curriculum time be allocated to maths (para 486-490). The consultation paper on the national curriculum recommends 10 per cent (a reduction of between 20 and 30 per cent). At a time when mathematics skills are increasingly important and sought after at all levels of society, this seems a strange suggestion, to say the least.

## Homesick

Sir - The TES has reported that one of our associations was "saddened" to hear that home economics had been excluded from the foundation subjects proposed for the national curriculum. This cannot possibly express the feelings of most of us at the illogical omission of such an important subject.

Home economics is one of the most popular of the aesthetic subjects chosen by senior pupils. The National Criteria state: "Home Economics contribute to the total curriculum by developing the skills of management and organization of resources. It helps students of both sexes to lead effective lives not only as individuals but also as members of a family and community within the context of a culturally, socially and economically diverse society."

If the subject has such a vital role to play in the maturing process of young people, why has it been omitted?

It is quite clear that those responsible for instituting this major reorganization of secondary education have yet again failed to discuss with anyone with real experience of teaching and therefore of the needs and interests of

Presumably the working party on maths will be recommending that the GCSE syllabuses we are all becoming familiar with will be pruned by the appropriate amount.

2 "All pupils are to sit a GCSE or equivalent in maths." As GCSE is to be at least as difficult as the present O/CSE examinations and Cockcroft found that in 1979 only 68 per cent of all leavers gained a graded result in O level or CSE (para 195), presumably approximately 50 per cent of our pupils are to be prepared, and entered, for an examination in which they have little hope of gaining a grade.

This does not seem likely to be an uplifting mathematical experience for these pupils.

3 Perhaps the most famous paragraph of all (para 243) suggested a widening of the elements of mathematics teaching to include: discussion, prac-

tical work, problem-solving, and investigatory work, as well as exposition and practice.

The proposals for testing at 7, 11, 14, and 16 with "targets sufficiently specific... to be easily assessed" do not bode well for the less easily assessed areas of the maths curriculum (in my experience precisely those elements listed above).

The proposals as put forward by the Government are likely to add up to a narrowing of the mathematics curriculum and a diminution of the enjoyment many of our pupils are now showing in their mathematics.

Enjoyment is the key to changing the public attitude towards mathematics, and until this happens we will be consistently short of mathematicians.

M TURNER  
4 Wretland Road  
Watchet  
Somerset



Live student home economics pupils learn about electricity. They have produced a document that is totally impractical and unrealistic and are obviously hoping that the September 30 deadline set for comments will not give teachers time to reply.

I hope that there are sufficient home economics teachers who feel strongly enough about the threat to their sub-

ject to write to Mr W Harris, Schools Branch 3, DES, Elizabeth House, York Road, London SE1 7PH. Our subject cannot be allowed to disappear.

JANE YOUNG  
Head of home economics  
Tonbridge Girls Grammar School

## Borrowing trouble

Sir - Jeremy Sutcliffe's article ("Counting the cost of a higher education" TES, August 28), conveys an inaccurate impression both of the report on which he comments and on the conditions under which loans are made to students in the Netherlands. I hope that you will make, as author of the report, to make the following points.

The report includes replies from all 12 member states of the European Community although, as Jeremy Sutcliffe points out, straight comparisons are difficult to make. In Portugal, tuition fees are paid and subsidized services are available to students to cover meals and accommodation. The scholarship (grant) system in Spain is explained at some length. This covers tuition fees and travel or accommodation costs as well as direct subsidies to university restaurants. In addition, there is a "compensatory subsidy" whereby poorer students may receive a fixed amount, partially to compensate them for the loss of earnings resulting from the student not being in paid employment.

I should be interested in specific sources of the "horror stories of Dutch graduates' problems" to which Jeremy Sutcliffe refers. The facts are these. The student's income is calculated on the basis of his needs (taking into consideration family commitments) and paid from five sources, as explained in the article. It will be clear that the student loan, one of the sources, is subject to a specific limit, any surplus needs being funded from a supplementary, non-repayable, grant.

Interest, which is calculated from the month following the completion of studies, is currently charged at 5 1/2 per cent, that is 0.5 per cent below the standard rate for state, not commercial, loans. Payments may be deferred for two years, but any payments made

during this introductory phase will reduce the 15-year repayment period. Repayments are calculated on the basis of the student's personal and family commitments, leading to an "affordable" sum. This may be challenged by students through an appeal procedure. Any change in circumstances affects the "affordable" repayment.

The 15-year period is one of the safeguards against excessive financial burden and operates as follows: "Where a former student makes all the assessed monthly repayments for a period of 15 years (or for a shorter period resulting from voluntary payments made during the introductory phase) and, because his/her income has not lived up to expectations there is still a sum outstanding, this remaining debt will be annulled. Outstanding debts are annulled on the death of the former student."

In this way, the student is expected to contribute to the cost of his/her higher education in accordance with his/her, and not merely his/her parents' means.

The oversimplification of complex matters such as financial support for students is bound to lead to unsatisfactory conclusions. It needs to be remembered that the State contributes a proportionately larger sum per student due to the high rate of tuition fees in this country. Elsewhere, this is covered by direct grants to the higher education institutions.

The one aspect which deserves detailed examination, and on which information was not available, is the true cost of administering a dual system.

JOANNA le METAIS  
Head  
Education Policy Information Centre  
(Europe)  
The Merc  
Upson Park  
Slough

## Hard to swallow

Sir - I have recently had the occasion to meet a delegation from the Council for National Academic Awards in connection with a review of the BED (Hons) degree at Leeds Polytechnic, as a result of which I came away feeling that four years' hard work had been a total waste of time and energy.

My main subject is home economics, and over four years at Leeds Polytechnic I have been taught to promote home economics as the most vital subject on the curriculum and not the subject it may once have been: cooking and sewing, exclusively for girls!

The CNA, which validates this course, obviously needs a few lessons in home economics, as well as in manners.

At this meeting, when the craft, design and technology students explained that their examination work was displayed for assessment, the CNA representative turned to the home economics students and said the immortal words: "I suppose you eat yours?"

How can I, as a teacher, be expected to promote home economics as an exciting, updated subject if those in authority are not prepared to support me as a pioneer in the classroom?

It appears that the CNA do not know the syllabus of their own course. I would welcome comment from other readers.

CAMORTON  
2 Hillside Avenue  
Farnham  
Huddersfield  
West Yorkshire

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

## A Unique Aid for Science Students

The Nuclides Data Base, a new computer package available from the U.K. Atomic Energy Authority, enables science students to explore some of the concepts at the heart of nuclear physics.

This unique educational aid has a large and rapidly accessible store of invaluable information on such topics as half-life, binding energy and nuclear radius.

Designed by science teachers primarily for use by students in the 16-18 age group, the program should also be helpful in nuclear physics introductory courses at tertiary level.

Desk versions of the program are available for the BBC (including BBC Master 128), RM 4802 and RM Nimbus microcomputers. All versions are network compatible.

The package, which includes booklets for teacher and student, costs £12.00 inclusive of VAT and postage.

Purchasers will receive a FREE copy of an A4 form (14 x 11 cm) to use the coupon below.

To obtain further information and an order form please use the coupon below.

Name \_\_\_\_\_  
Institution \_\_\_\_\_  
Address \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.

NAME \_\_\_\_\_  
INSTITUTION \_\_\_\_\_  
ADDRESS \_\_\_\_\_

YES

To: U.K. Atomic Energy Authority, Room 119, 11 Charles II Street, London SW1V 4QP. Please send me information and an order form for the Nuclides Data Base.



## PEER TUTORING

## Premixing the sixth

Mike Booth

"If only you had learnt the basics properly, you would have done much better." I kept saying to my lower-sixth physics class as I interviewed them after their March exams.

"If there are still things that you don't understand then you'll have to see me after the lesson," I told my fifth-year revision class.

Then it occurred to me that if I could use the lower sixth to help the fifth form work through past papers, then they themselves would have to learn some of the basic physics that they seemed to have forgotten from last year.

I asked the sixth form to give up one private study period (of one hour) per week to come into a fifth-form class to help them with past papers. They reluctantly agreed to give it a try.

The fifth-form class (26 pupils) were given a paper to attempt for homework. It was marked, and returned to them at the start of the lesson as the sixth-formers arrived. The 10 sixth-formers had also prepared answers to the same paper.

In allocating sixth-formers to groups, I tried to match up students of similar personalities. I also matched up boys with boys and girls with girls.

We ended up with groups of two and three for the boys and three and four for the girls. I expected it to take a lesson or two before the two age

groups started to feel at ease with each other, yet within 15 minutes the room was a buzz of conversation (about physics) with everyone seemingly slotting into their role quite comfortably.

In another lesson, I prepared model answers for the sixth-formers to a different past paper. This time, the sixth-formers acted as markers, as they went through the answers.

On another occasion the sixth form helped mark a multiple-choice paper that the fifth years had done and then spent time in the lesson discussing the questions that pupils had got wrong. In all the sixth-formers helped out over a period of six weeks.

At the end of the exercise, I presented both groups with a similar, short questionnaire.

Most (78 per cent) of the fifth-formers found the sixth-formers helpful. Two-thirds (60 per cent) of the sixth-formers found the exercise helpful in learning basic physics.

None of the sixth-formers had really

wanted to do this beforehand, yet only 30 per cent said afterwards that they had not enjoyed it, and 40 per cent thought it would be worth while doing again next year. Of the fifth-formers, 91 per cent said they enjoyed it.

Two-thirds (65 per cent) felt that this was a better way of revising than either on their own or with the teacher.

It became apparent to me very early on that, unwittingly, I might be helping to solve another problem. Relationships between upper and lower sixth-form pupils tend to be strained at the start of the autumn term as the older sixth-formers protect their territorial rights in the common room, and generally "lord" it over the influx of "freshers".

Perhaps this is hardly surprising as we expect students in the sixth form to do what they have had very little chance to do lower down the school — mix with pupils outside their own year-group.

All the sixth-formers involved said

they thought that, by doing the tutoring, it would help them mix more easily with next year's incoming sixth years and three-quarters of the fifth-formers thought that they would find it easier to mix with the upper sixth next year.

There seemed to be a strong correlation between the few fifth-formers who did not find the tutoring useful, and those sixth-formers who had not enjoyed doing it. "They did not explain the answers clearly" was a comment by a fifth-former referring to his sixth-form helper. That same sixth-former had himself said: "It was a waste of a free lesson plus preparation time at home."

Perhaps the proof of the pudding is still to come. Will the fifth-formers do as well in their 16-plus exams, maybe even better, than expected? Will the sixth-formers show a greater understanding of the basics in their next exam?

Or does it matter? What now seems to me to be more important is that the students have had a chance to try something a bit different. It helped pass those boring few weeks of exam revision and it might help them to work together better next year in the sixth form.

Mike Booth is head of physics at Hirst high school, Ashington, Northumberland.

## ENGLISH STANDARDS

## Trojan war

Peter Mullen

I see that the National Association of Head Teachers has told the Kingman Committee on the teaching of English that it rejects Mr Kenneth Baker's attempt to discover "a standard model" of the English language. Instead, they want to "develop appropriate models for different situations". It seems to me that we might usefully say to Mr Baker and to the NAHT that anyone who talks, as they do, about our language in terms of "models", "structures", "norms" and "appropriate variables" thereby immediately casts doubt on his own competence to teach it.

The NAHT says: "It would be positively harmful to start testing grammatical rules in any formal and regular way." Why? Because "... norms and structures of English are not ends in themselves". Agreed. But the seven times table is not an end in itself, neither is knowing the atomic weight of potassium nor the Second Law of Thermodynamics. What we may say, at the very least, is that our efforts to learn arithmetic, chemistry and physics respectively are not impeded by an understanding of these.

The tediously expressed ideology of the NAHT shows that the authoritarian Trojan Horse first wheeled into the education establishment in the irresponsible sixties still has a very powerful kick.

Of course, no one becomes a master of English by parsing alone, though such as T S Eliot — who knew more about the intolerable wrestle with words and meanings than even Her Majesty's Inspectorate — regarded an acquaintance with the rules that determine what will go into ordinary English as absolutely necessary not for mastery but for competence.

The NAHT says that language is "a dynamic entity" — though I will remind them that Thomas Crumwell said it is "a living thing" — and not, therefore, something which is amenable to a mechanistic approach. Well yes, but it helps to know the rules before cheerfully breaking them: the alternative is anarchy. Anarchy in language is Babel, which, listening to how we mis-speak in the street, and in the un-English jargon and ugly talk of educational "professionals", is just about where we're at.

In no other subject except English would anyone dare to suggest that proficiency is attained by jargonizing of the hies. People who do not know their own words from their own mouths cannot write creatively or competently. And let us notice that creativity is not something radically different from competence — as if we could be "creative" without being "competent", creativity & competence at the highest level.

Yes, there are ways of becoming competent in our mother tongue which do not involve the rote-learning of the less interesting, grammatical features. But it is instructive to note what these ways are: they involve the assimilation of those living things the classics of the English language: Shakespeare, the King James Bible, the Prayer Book, Donne, Swift, Pope, Miss Austen and the Eliots (G and T S). These are precisely the texts which are all but ignored by the schools' English departments who make Shakespeare "optional" in GCSE, preferring well to wall paper Tension and the socially-aware poetry of "The New Beats" and the Rastafarians.

There is still the ivory tower of A level, of course — though even here the ivory is more likely to turn out to be plastic. The high-flyers still study Gibbon and Shakespeare, but it is thought to be "elitist" to offer these pearls before the poor, from the inner city; they must be given something more "relevant", more "accessible".

And that is the worst form of "galvanizing" snobbery. The poor and the down-trodden — or as the new vanguard has it, "the disadvantaged" — are those who stand to gain most by coming to know the difference, in English, between good work and bad. Unfortunately, the educational establishment insists on taking away from him that hath not, even that which he hath — the chance of a decent schooling in his native language.

Peter Mullen is vicar of Tookwith with Bilton, York.

## FEATURES



1805: the nation mourned the death of Nelson at Trafalgar

## Some of our yesterdays

The introduction of a national curriculum will be one of the biggest and most controversial changes in education this century: 1988 is likely to figure in the history books alongside 1870, 1902 and 1944.

There is now no point in continuing the arguments about whether this initiative is an unwelcome attempt to put the school clock back and the Historical Association has deliberately chosen to concentrate upon responses and proposals which aim to be constructive, even if they are sometimes also questioning.

We accept that a high degree of prescription is likely but that does not need to include pupil testing at 7, 11, 14 and 16. The association opposes mechanical, nationwide subject attainment tests, though the monitoring of age and ability related targets may be acceptable.

Wide agreement already seems to exist that boys and girls should be taught historical skills. This means teaching them how to evaluate historical evidence; how to trace the workings of change or continuity over time; how to appreciate the perspectives of people in the past, of differing cultures as well as of different generations; and finally, how to express historical arguments both in writing and verbally. Unfortunately, opinions differ among teachers and others about the extent to which the contents of school history should be standardized; and even if so standardized, about what should be included and what left out.

One important question must be how much British history to include? The Historical Association believes that the study of the history of our children's own country, seen against a European and world background, should always form a significant part of history in school.

Admittedly, excessive emphasis upon national history has been used at times to excite militant nationalism in some countries. But our young people need to be made aware of the origins in history of the national institutions and issues which will influence their lives, and in particular of the shaping of those influences during the 20th century. Within two years of the end of compulsory schooling, these same boys and girls will become full citizens with the right to vote.

In its leaflet, *History of Life* (1986), the Association proposes that during secondary school years four and five all pupils should study a 20th-century history course focused on the British experience. The suggested course sets out to explore seven themes — population movement, national and international; Britain's changing position in the world; economic trends; the growth of democracy, national and local; the rise of trade unions; welfare policy; and social cultural developments.

For the 5 to 14 age group, the Association recommends that a total of 450 hours over nine years should be divided between local, national and world history. The proportions devoted to each should be: local, not less than 10 per cent; national and world, both not less than 30 per cent. This would leave 30 per cent of history time for allocation at discretion. The Association believes this mix offers the right degree of flexibility for both teachers and children.

The Association also argues strongly for a

The Historical Association is to hold a series of meetings to discuss whole aspects of our past should be included in the compulsory national curriculum. Donald Read and Martin Roberts introduce here the Association's version of what should go down in history.

## History 5 to 14

The Historical Association wants 30 agreed major themes in British history in five sections:

Early invasion of the British Isles  
Britain on the edge of Christian Europe  
Powerful monarchs, religious conflict and an emergent Parliament  
Britain becomes a strong commercial nation  
Victorian Britain

and 30 themes of World history in five sections:

The earliest civilisations  
Diverging experiences AD 400 to 1400  
A shrinking world  
A world increasingly dominated by Europe  
Industrial, scientific and technological change

blend of political, social, economic, cultural, scientific and technological history. Not just kings and queens at one extreme: not history with all rulers ruled out at the other.

The Association assumes that an agreed list of themes will be produced to delimit both the national and the world history to be studied as far as the end of secondary year three. For purposes of history of the national institutions and issues which will influence their lives, and in particular of the shaping of those influences during the 20th century. Within two years of the end of compulsory schooling, these same boys and girls will become full citizens with the right to vote.

In its leaflet, *History of Life* (1986), the Association proposes that during secondary school years four and five all pupils should study a 20th-century history course focused on the British experience. The suggested course sets out to explore seven themes — population movement, national and international; Britain's changing position in the world; economic trends; the growth of democracy, national and local; the rise of trade unions; welfare policy; and social cultural developments.

For the 5 to 14 age group, the Association recommends that a total of 450 hours over nine years should be divided between local, national and world history. The proportions devoted to each should be: local, not less than 10 per cent; national and world, both not less than 30 per cent. This would leave 30 per cent of history time for allocation at discretion. The Association believes this mix offers the right degree of flexibility for both teachers and children.

The Association also argues strongly for a

simulating survey *History in the Primary and Secondary Years* (1986). A mastery of chronology is obviously vital if such a map is to be drawn. How that mastery should be achieved and the ways in which the agreed themes should be presented, and to what ages, will need thorough discussion, not least between primary and secondary teachers.

Whatever history comes to be taught in the later years of compulsory schooling, it must build on what has already been studied during the earlier years. There is no time for repetition. The complaint is still heard that young Johnny has done the Ancient Egyptians (or whatever) twice over. The introduction of a national curriculum provides a welcome opportunity for planned progression from primary to secondary and from first through middle to upper schools.

Uncertainties and contradictions remain, both within the Historical Association's own proposals and within those outlined in the Government's national curriculum consultation document, published in July. That document suggests that all pupils might take history during years four and five for 10 per cent of timetable. But the same document equally makes it possible for pupils to drop all history in favour of geography. Or they might study "history/geography", a hybrid not further defined.

If, as the Government's consultation document appears to leave possible, history and geography were to divide 10 per cent of timetable between them, such a division might be arranged on a modular basis. The Historical Association's suggested 20th-century British history course for 14 to 16-year-olds could be arranged as modules that could be combined both with other history modules (in, say, world history or local history), or with modules in other disciplines.

The consultation document speaks of "sub-jjects"; but many teachers have grown used to subsuming these under some umbrella label such as "humanities". The Historical Association is co-operating in an exploratory project with the Economics, Geographical and Politics Associations.

All these aspirations and doubts will be voiced at a round of regional conferences organized by the Historical Association. The hope must be that a range of practical suggestions with strong support will emerge.

The Historical Association has been accused of being Mr Baker's poodle. It prefers to picture itself as a St Bernard, bringing the vital refreshment of argument to an essential school subject.

Donald Read is president of the Historical Association and Martin Roberts is head of Cherwell Upper School, Oxford.

The Historical Association has arranged conferences on September 19 at Hastings and Reading; on September 21 at Leeds; on September 26 at Bristol, Cambridge and London; on October 3 at Durham, Hull, Liverpool and Nottingham; and on October 17 at Birmingham. For further information, contact Adrian Atlas, Historical Association, 39a Kenington Park Road, London NW1 7JH. Telephone 01-733 3901.

## Peacemakers

Can schools protect us from Hungerford-style killings? asks Bill Lockwood

Could media studies and peace education prevent another Hungerford? Probably not. It is, nevertheless, regrettable that it has taken a tragedy of those proportions to re-open the debate on the relationship between fantasy violence and actual violence, to reconsider the type of personality most likely to lack emotional controls.

Although it was the scale and nature of the crime which caused the initial headlines, consequent debate among television executives, politicians and others has been fuelled by the belated, and possibly guilty, realization that Michael Ryan may have been an extreme case of the behaviour which many young people are prone to; behaviour nurtured by selective and gratuitous images of violence.

There can be very few teachers who have not experienced pupils with a tendency towards Rumbold-style posturing; indeed, young people with a highly developed macho image in Hungerford would appear to be among those finding it most difficult to cope with the aftermath of the tragedy. *The A Team* and *The Equalizer* were two most popular television programmes with at least one of my classes last year, and are also two of the most violent on television.

Fortunately, the mania for ultra-violent videos such as *Driller-Killer* appears to have subsided in the last few years, but their desensitizing effect can still be apparent in much pupils' writing. Hence, a great deal of vital work has been done in recent years to help pupils become discriminating viewers, and become sensitive towards, and critical of, the very powerful messages that television and film impart.

Similarly, Hungerford has focused attention on the psychological effects of being a loner; of being bullied at school; of feeling powerless and therefore needing a prop with which to hit back. Any school which has paid due regard to the hidden curriculum has, of course, considered the extent to which the whole life of the school reinforces or discourages such factors, and whether the values of the school promote peaceful attitudes and behaviour.

It is from such consideration as these that peace education, much maligned and misunderstood, has fought to promote caring and constructive attitudes in young people. Two aims of the Avon County Council Peace Education programme serve as useful reminders of priorities.

□ "to encourage attitudes that lead to a preference for constructive and non-violent resolution of conflict"; and

□ "to help pupils develop the personal and social skills necessary to live in harmony with others and to behave in positive and caring ways".

These aims are shared by the vast majority of authorities which have fostered peace education in their schools, either as a curriculum topic or across the curriculum.

No one surely, could question the desirability of such initiatives or the educational, rather than purely academic, benefits to be derived. The great danger is, however, that with the advent of the national curriculum fewer and fewer teachers will feel they have the space for them.

Constraints which could stand in the way of such developments are many. Not the least is the effect of a ten-subject foundation curriculum accounting for up to 90 per cent of teaching time and leaving little time for, as one DES source quoted in *The TES* recently put it, "clutter such as peace studies".

In addition, a subject such as English, alongside which media studies can find a natural spot, may become rigidly confined within a utilitarian framework of the Kingman committee's devising.

What is absolutely certain, however, is that pressures on the curriculum, political and practical, are such that peace studies and media studies are likely to be squeezed out unless safeguarded by those teachers whose natural enthusiasm and commitment has promoted their growth. They will not survive if teachers are required to adapt to a functional, skills-based training system rather than an education system which, as at present, places significant emphasis on its social as well as academic obligations.

When assessment is King, the impact of the hidden curriculum and the importance of planned methodical approaches to enhance social learning could too easily become disregarded. The consequences are only too clearly highlighted by the events of the last few weeks.

Bill Lockwood is head of English at Woodford High School, Cheshire.

## COMMUNITY SPORT

## Scratching the surface

Norman Elze

We were provided with a splendid sports hall when we were recently reorganized as a community college and had to find a way of maximizing its use throughout the year for the benefit of the whole community. So we set up a self-financing scheme to provide physical education and sport and recreation under a single banner.

The head of physical education (Scale 3) was appointed head of community sport (Scale 4) with an overall brief to manage all sporting facilities, plan a balanced programme and promote activities in the community at large.

The promotion of the head of PE meant a reduction to half a timetable in the college. The money for this, the salary of an administrative assistant and an extra half-teacher to the college, had to be raised from charges to user clubs.

A sub-committee of the governing body was formed to manage the sports hall outside school hours. The setting of fees caused considerable anxiety as we were in an area where people have been brought up on cheap, locally grown carrots and potatoes — and where a 50p increase in subscription can cause heated debate and a possible loss of members. However, initial grumbling faded as the public gradually recognized they were getting a good deal.

The scheme was marketed successfully. The head of community sport was already well-known to many of the sports clubs in the town and our local newspaper was helpful in allowing us a weekly column on the sports hall.

All the college's sports facilities have been made available for use for 48 weeks a year, with the indoor facilities used throughout the school day for school activities and between 6pm and 10.30pm in the evenings, at weekends and in the holidays.

All the facilities, particularly the sports hall, are used heavily from September to April for a wide range of

## activities.

Juniors have been well catered for: many clubs run their own junior sections (a policy we have encouraged through financial incentives) and facilities have been made available to them every Saturday morning and every holiday period.

The public has access to casual use sessions in at least one of the facilities every evening, at weekends and during the holidays. Evening classes have run on three evenings a week and short courses in a variety of activities have been organized on an occasional basis. Groups and organizations have hired facilities to stage major events, an important factor when one is trying to get the college a high profile in the community.

The Sports Federation has made it possible for users to be involved in decision-making. Its elected committee has met twice each term; its views recommendations and requests have then been taken to the management subcommittee for approval.

Good progress has been made in developing responsibility among the users. Permanent supervision by college staff is impossible, and each group has had to be aware of its responsibility for equipment care, safety and security.

The head of community sport has been available some time most evenings and public sessions have been supervised by a rota of volunteers drawn from the users. Junior club sessions have been organized, supervised and coached by adults within a club. And more courses have been run by members of the community with the necessary expertise.

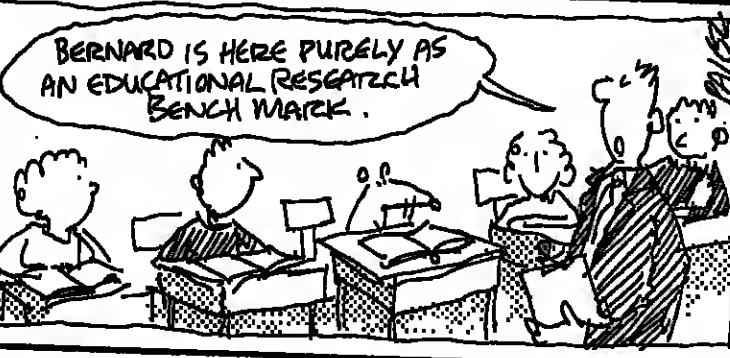
One of the early anxieties concerned equipment replacement. Since the start of the project, in addition to the capitation allowance, more than £3,000 has been spent on the purchase and maintenance of small equipment — much has been bought on a 50-50 basis with the group requiring most use of it.

There have been problems, but most have been mundane. Inadequate cleaning has been one. Of far greater importance, however, is a concern which the scheme's success has highlighted.

In this country we desperately need a flexible system of education to allow provision for the needs of the whole community. The success in community sport has served to show that we are only scratching the surface in other areas.

There are also far greater demands on a head of community sports than the traditional head of PE and ours will certainly not be offered any more money. Perhaps he would accept a bag of carrots?

Norman Elze is principal of The North-Wade Community College, Natch, Cheshire.



## TEACHERS AS RESEARCHERS

## A new partnership?

Katy Simmons

Teachers are often wary of educational research. They feel that it is remote from the classroom and rarely answers their questions. They suspect also that research demands familiarity with complex statistical procedures and therefore is not for them.

Attitude change rapidly once teachers begin in-service work. It is rare to find any outward-bearing course, however short, that simply requires passive attendance at lectures. Students are more likely to find themselves identifying a school-based project that requires gathering data in their own classrooms. Their work will probably include a variety of research methods such as interviews and classroom observations as well as more traditional research techniques. Despite their initial misgivings, they soon find that they have made the transition from teacher to researcher.

When teachers cross this dividing line, the benefits to their schools are enormous. These recently-completed projects at my own school illustrate how a research project can influence classroom practice.

■ A PE teacher, using questionnaires and video material, monitored and analysed the integration of severely handicapped pupils into his mainstream gym lessons. The data he gathered showed that what children said about integration was not always the same as what they did, when in contact with their handicapped peers. The integration project continues in an improved way, as a result.

■ A special needs support teacher set up a small-scale experiment to look at the best way for parents to help their children with reading. She showed that it did not matter what parents did; as long as they were involved at some level, the new offers suggestions to parents who want to work with their children.

■ A deputy head looked at ways that parents could help their children with maths. Through a controlled study, he found that maths games played at home improved children's work. As a result, he has prepared a video and booklet to give parents confidence to help their children with maths.

None of these projects had previous

research experience, but all were able to set up and follow through projects which brought about positive changes in their schools. All reached a wider audience through subsequent publication in professional journals.

What will happen to research projects like this under the new arrangements for in-service funding, when opportunities for longer courses have been reduced? It is important that local authorities should include opportunities for teachers to evaluate their innovations.

New INSET arrangements offer schools great opportunities to set up in-house research projects, and for teachers to become, on occasion, researchers within their own classrooms. But to do this, teachers need new traditional skills of library-based or "research methodology" courses, but rather skills which will enable them to record and evaluate what is going on in their own classrooms. Classroom practice thus becomes data which can be evaluated, compared and monitored.

For classroom-based research to begin, teachers need training in observation techniques and in other ways of gathering data. It is in this area that the traditional providers of INSET, the colleges and polytechnics, can offer considerable expertise.

GRIST offers great opportunities for a new partnership between higher education and schools. No longer will teachers be "going on courses" to remote institutions. Instead, staff from those institutions will be working with teachers on research projects based in students' own classrooms. Such research projects are essential at a time when so much change is taking place, and who better to evaluate change than the teachers?

A new partnership between schools and higher education is potentially very valuable to both partners. Schools will benefit from relevant, soundly-based research and higher education will benefit from close involvement with the real needs of schools.

Dr Katy Simmons is senior lecturer in the School of Education, Oxford Polytechnic.

Peter Mullen is vicar of Tookwith with Bilton, York.



## FEATURES



## Closed encounters

Pupil reluctance to reveal their true experiences may render records of achievement of 'minimal educational value' Paul Phillips and Andy Hargreaves find

concern, I'll have to tell you mum about that."

I think one of the reasons why we didn't put much in the diaries was because you don't really put down anything... that reveals too much about you or anything...

It boils down to that you can't trust anyone but yourself. You might as well not write it down, so you might as well keep it all up there (points to head). That way, nobody knows, so it doesn't matter.

Teachers may not just use this evidence against pupils personally, it is felt, but might share this knowledge with their colleagues too.

No man teacher can read it. If there were personal things about teachers, they would gossip. Women teachers wouldn't. You don't see female teachers hanging round gossiping like you do the men teachers. They stand there for ages talking and gossiping about us.

Say if they read it - for example, if I wrote something really important, see - if they read it and tell all the teachers; that's why I don't like teachers reading it.

All teachers talk to each other. I saw a whole load of teachers - there must have been eight - sitting round there, cups of coffee, cigarettes, nattering about one person.

Pupils have strong perceptions of how such gossip among teachers might work to their disadvantage; how personal recording might have negative, even punitive consequences for them.

I mean, they might criticise you for what you've put in it, because, say, like I put - "Social Studies - boring", they'll say, "Well, why is it boring?" and start shouting at you, just because you put "Social Studies - boring".

I once wrote down some rules for teachers like turning up for lessons on time, and not being sarcastic, and after the teacher read it, she told me off for being cheeky!

For these sorts of reasons, despite the rhetoric of negotiation, change and partnership that underpins decent developments in records of achievement, many pupils clearly believe, justifiably, that while anything that's too deep, cause, I mean they'll take - "Oh, the give-and-take!"

Most tellingly of all, perhaps, pupils often grasp the fundamentally one-sided nature of the teacher-pupil relationship:

They ask us personal questions, but if we ask them back, they think you are being rude.

These remarks portray the abject failure of their schools and their teachers to win their trust and respect. Without that, these pupils seem to regard diary keeping as at best a meaningless and irrelevant activity; at worst a threatening and intrusive one.

There are, of course, exceptions to this. And they are instructive exceptions too. For when particular teachers have managed to build a more open, trusting and mutually-respectful relationship with their pupils, which the pupils themselves recognize, those pupils do come to see very different and much more positive possibilities in recording and discussing personal experiences and achievements of the kind the developers have intended.

I don't mind showing Mr X because he never does show anyone.

I'd let her look at it 'cause I know I can trust her and she won't tell anyone.

I think if he had seen it (the diary), he'd just try to make it so you did understand it and you did like it. But if everybody else liked the way we were doing it, and I didn't, then it would be difficult because he couldn't change the whole lesson just for one person. But he would try to make it so that you could do it.

What you put in your diary, then, can work in your favour, or it can work against you. As one pupil put it most succinctly:

It's really a gamble. If you show them, they might lean on you like anything. Or they might improve. You've got to take your chance really.

Most pupils are not prepared to take that gamble and open their hearts and minds to a community of teachers they do not trust; to teachers who, in their view, might gossip about them, check up on them, even punish them for things they might record.

We believe records of achievement can improve and enrich the teacher-pupil relationship in secondary schools. Our own evidence suggests, however, that one-to-one personal recording and reviewing is likely to have only the most minimal educational value until more trust, openness and respect can be injected into teacher-pupil relationships in general. If pupils are to change, to open themselves out, their teachers must do this first. Our evidence suggests that this is happening much less quickly than we would like.

Paul Phillips is a senior teacher of Moral Community College, Leicester. Andy Hargreaves is now associate professor in educational administration at the Ontario Institute for Studies in Education, Toronto, Canada.

## FEATURES

## GAIM set no match

Graded assessments cannot be equated with GCSE grades, Richard Noss, Celia Hoyles and Harvey Goldstein argue



Girls may be particularly disadvantaged by the new maths assessments

In their recent article on their graded assessments in mathematics project (GAIM), Margaret Brown and her colleagues claim that GCSE and graded assessments can be combined into a single assessment system (TES May 8).

Many of the activities designed by GAIM are interesting, original and provide an excellent basis for curriculum development in mathematics. But we are less sure about the proposed assessment of these activities. Margaret Brown and her colleagues base their arguments on a number of presuppositions which we feel need to be discussed.

First, treating levels 9 to 15 of GAIM as equivalent to grades G to A of the GCSE involves some formidable assumptions. The GCSE is essentially a terminal assessment designed to assess knowledge and applications accumulated during participation in a curriculum. GAIM, on the other hand, is a system in which assessment is designed for that part of the curriculum related specifically to a particular level.

To assert, for instance, that a GAIM level 15 pass merits a higher GCSE grade than a level 14 pass involves comparisons based on completely different written and practical assignments. It is not at all clear how it is proposed to equate such assessments to GCSE grades A and B which will normally be based on responses to a common set of written and practical assignments.

The only satisfactory circumstance for such equating to take place, would be if the GAIM levels are strictly "hierarchical" in the sense that achievement of one level implies capability of achieving all lower levels. In our view, this is an extremely strong assumption.

In the first place, learning does not take place in a strictly curricular fashion and learning patterns differ among individuals. It is arguable whether mathematics itself possesses a hierarchical structure in the sense that a notion at any given level is defined uniquely in terms of lower level ideas. Of course such hierarchies do exist on a local level, and much of mathematical systematization is based on generating just such hierarchies. But this does not tell us much about the global hierarchical nature of the subject, any more than the structure of formal grammar tells us much about poetry.

Evidence against learning hierarchies comes from Margaret Brown's own work on the Concepts in Secondary Maths and Science project in the late Seventies (CSMS). That project's attempts to link performance on mathematical tasks to general Piagetian levels were abandoned in favour of the construction of distinct hierarchies for individual topics. The hierarchies are based on the extent to which children succeeded on tasks. So at best what the hierarchies tell us is that in general, there was on average some reasonably predictable order to the particular tasks set by the CSMS researchers. The problem is that this does not tell us anything about individual hierarchies of learning that different individuals might follow.

Uncritical acceptance of the hierarchical assumptions of the GAIM work might lead to some unfortunate consequences. There is growing evidence that learning styles lie on some kind of continuum between a linear, sequential and hierarchical style on the one hand, and an interactive, exploratory and negotiated style on the other. Employing a hierarchical structure as the basis of a teaching approach would disadvantage a large number of learners. And the evidence suggests that this might particularly disadvantage girls. This is not an issue which mathematics educators can simply ignore by vague assertions concerning the "more harmonious" atmosphere in the classroom, and "dramatic" increases in "motivation".

If a serious attempt were made to equate GAIM levels to GCSE grades, the anomalies would soon become apparent. GAIM clearly invites students to be assessed by the standard GCSE alone, to try to improve their grades. Thus, there would be some students who achieved higher levels than others on GAIM but lower levels where they sat for GCSE. Quite apart from the large measurement error associated with each type of assessment, such reversals are only to be expected because of the essentially different nature of the two types of assessment. It is doubtful whether such inconsistencies would be tolerated for very long.

Brown and her colleagues propose as a central feature of the GAIM scheme "a bank of topic criteria in the form of 'can do' statements, which can provide a mathematics profile to be incorporated into a record of achievement". Like many of the assumptions underlying the GAIM project, this idea is founded on a notion of mathematical learning which does not stand up to close scrutiny.

To begin with, the idea that a person can or can't "do" a given task, presupposes that understanding is like an on/off switch - that we either do or do not understand. In contrast, current approaches in psychology are stressing the fragmented nature of understanding; the ways in

which understanding of even quite basic ideas are based on layers of understanding and experiences which are far from unidimensional and certainly cannot be thought of as an on/off switch. To think of any but the most primitive skills as simply understood or not understood is a massive oversimplification of the learning process.

Let us look at one of Brown's own examples. We are presented with a GAIM "can do" statement - "can construct flow charts or computer programs using loops and/or branches". This we are told is in Logic level 12. Why? Why are loops and branches bracketed together (there is no evidence that they have the same level of difficulty). In any case, flow charts and loops are very much associated with a certain style of programming - and one which is highly dependent on the programming language being learned, and its associated culture of what is taught and when.

Where would "can understand a simple recursive program" come in the hierarchy? Level 11? Level 13? Even to ask such a question presupposes the programming language and the style of its teaching. There is no research evidence whatsoever which would allow a sensible answer to the question. With most versions of BASIC, the question would not even make sense.

All of the evidence suggests that the way people solve mathematical problems depends crucially on the context in which the problem is situated. For example, by carefully recording the behaviour of people when shopping in a supermarket, Jean Lave and her colleagues in the United States have shown that the calculations shoppers performed were almost 100 per cent correct. When asked to perform the identical calculations with a pencil and paper their performance fell to about two thirds of that in the supermarket setting.

Neither should we ignore the context of the test items themselves. We are now far more aware of the way that performance on a problem can be

quite dramatically affected by the way we pose the question. For example in the Assessment of Performance Unit studies the question "How many halves are there in 2 1/2?" has a success rate of 30 per cent more than 2 1/2 + 1/2 at age 11 and 29 per cent more at age 15. Diagrams can help or hinder performance too so do we introduce them in our test or not?

Introducing verbal cues (perhaps inadvertently) can improve performance (such as "more" means add) or lower performance (when "more" does not mean add). Unfamiliar words, whether they be important for the mathematical solution (such as product or isosceles) or even when they are not (such as questions related to overs in cricket) can make questions more difficult. How can we control for what might or might not be familiar in "can do" items?

Even more fundamental is to question the whole notion of context-free assessment. We know that if, for example, we embed mathematical questions in a money context, children are more likely to obtain correct answers than when exactly the same questions (from a mathematical point of view) are presented in purely symbolic terms or in other less familiar contexts.

There is a gap between intuitive mathematics displayed in everyday settings and facility exhibited in school situations. So while mathematics are as assessing? Interestingly enough, when test items are designed to simulate every day activity, they are often regarded as common sense and not mathematics - so pupils approach them and performance changes; how do we control for these subjective pupil interpretations?

A major problem with GAIM as it now exists is that in principle it is possible to be assessed for a level at any stage of secondary schooling. It seems to us that this possibility would in fact lead to considerable differentiation associated with streaming and setting early in the secondary school. Many teachers would not regard this as a progressive. Morever, it is highly debatable

whether such a development would provide a system of "positive inducements" for the "less able", as was originally intended. By linking GAIM to GCSE this has effectively been abandoned.

An important feature which Brown and her colleagues do not mention is the burden imposed on teachers by a scheme like GAIM. Already, many teachers are becoming aware of the considerable amount of work placed upon them by the GCSE coursework element. GAIM proposes to add yet another assessment task for teachers. Moreover, in addition to the GAIM assessments themselves, there is what can be called a "preparatory assessment". If students take GAIM assessments only when they are "ready", then the teacher also has to assess whether the student has achieved this readiness and so a kind of shadow assessment becomes necessary.

It is interesting that Margaret Brown and her colleagues link GAIM with "records of achievement", another assessment proposal likely to add to teachers' burdens. Sadly, but perhaps not surprisingly, there has been little public concern shown by The Department of Education and Science or the Secondary Examinations Council for the overall impact of the assessment initiatives including of course the Government proposals for comprehensive assessment of all children at ages 7, 11 and 14 years. From the GCSE coursework element alone, it is now apparent how heavy will be the demands on teachers and students. It would be helpful, in the face of apparent official indifference, if those working on new initiatives in assessment could pay more attention to the resource consequences of their proposals.

Finally there is the political logic of what the GAIM project is doing. It has been a painstaking process, but slowly over the past two decades, some teachers have found convincing ways of making maths enjoyable, and of valuing - at least until the public exam race begins - what children actually do rather than counting how many mathematical hoops they can jump through. All of this is currently under threat. This is the era of the national curriculum, the institutionalization of a differentiated curriculum, and the introduction of national testing at 7, 11 and 14 (for starters). These developments are largely political rather than educational; but we suggest that educators have some duty to treat the issue of assessment as one warranting serious discussion.

It could be argued that one way around the problems outlined above is to move towards more teacher assessment and course work and replace written examinations. In many ways this might seem a positive direction to go in but again we must be aware of the pitfalls. The self-fulfilling prophecy of teacher expectations has been widely documented. Is it possible that teacher assessment could still further disadvantage individual pupils and particular groups of pupils "deemed to be less bright". What about the position of girls and ethnic minorities who tend to be stereotyped in terms of their mathematical potential?

We must also enquire what might be the effect of more assessment on the mathematics curriculum? We have tried in mathematics education to move to a more open negotiation of mathematical meanings and understandings between teacher and pupils. Pupils tend to be only too happy to accept overt or covert prompts from teachers in order to conceal problems in understanding. Will such a situation not be made worse when teachers are testing so frequently in the classroom?

How might overt testing influence pupils' intrinsic motivation? We do not question the evidence produced by Margaret Brown that "... they are keen on getting something ... they know what they need to do and are keen to complete the remaining items", but does motivation for mathematics only stem from an eagerness to get to the next level?

There is some evidence that the introduction of extrinsic rewards can actually lead to a decrease in curiosity and a decrease in the value accorded to the task itself. Where does this leave investigations? If they are tested will they lose their motivational appeal? In addition will the criteria which *heavily* will be implicitly agreed between teachers and pupils about what a good investigation is for assessment purpose, actually divert investigations of investigation?

In practice, it might be better to treat the levels of GAIM more like stand-alone modules for which GCSE credits can be accumulated and which can be chosen during the last two years of secondary school as an alternative to the final examination. Credit accumulation could then take place, perhaps with more demanding levels attracting greater weight.

The present system of examinations is far from satisfactory and the efforts of those attempting to improve assessment procedures are welcome. Nevertheless they also have a responsibility to address the fundamental assumptions on which their arguments are based.

The authors are all in the department of mathematics and statistics at the University of London Institute of Education.



# Review

## Give and take

by Julia Neuberger

Sex Within Reason. By Anne Kelleher. Cape £12.95. 0 224 02394 2.

The main objection many women have to soft porn, the girly magazines and the less than totally explicit peep-shows, is that it makes women into sex-objects – literally, the objects of sexual desire and not its subjects. It also degrades women by showing them in uniquely sexual poses, legs apart, wearing a "come hither" look, with no will of their own. The question which needs to be asked, therefore, as Anne Kelleher points out, is whether soft porn itself truly propounds such attitudes, or whether it just reflects the attitudes already held by those who produce it. Yet she does not adequately analyse the effect of soft porn on women. There are a few magazines expressly designed for women, and Anne Kelleher is right to be scathing about them – the male models have no erections and are extremely macho with their bikes, guns and so on, so that the women who buy the magazines become the sex objects, rather than the men on their pages.

So far, so good. But some women are moved by depictions of men giving women pleasure. The serious works of artists such as Tomi Ungerer, for instance, give sexual pleasure and stimulus to many women, because neither person is the object. This is an area that Anne Kelleher barely touches on and her book is the poorer for not tackling a field little studied, though it is unfair to expect an author to cover every single area in the space of one short book.

Much of this work is of exceptional clarity, cutting through the cant constantly propounded about matters sexual. Kelleher takes a cool look at the attitudes put forward as the norm. Some, such as that pornography is harmful, she genuinely doubts, arguing correctly that the evidence is simply not available. Others, such as the notion that natural sex can be described as what is customary, she laughs out of court. Still others, such as the notion that homosexuality is wrong because it does not lead to reproduction, she takes apart with a deliberately slow pace, and points out the required logic – that sex with an infertile person of the opposite sex would also be wrong, while sado-masochistic sexual acts would be perfectly "natural", if they led to reproduction in the end.

Kelleher is at her best when she destroys a commonly-held prejudice in a painstaking way. She is also very funny, a rare characteristic in a philosophical work. There are, however, two major faults in the book. One is her concentration on relatively slight matters, such as flirting – a whole chapter – and the words used for the sex act, to the exclusion of the serious study of women's perception of the sex act as against men's. The other is the inclusion of a whole chapter on abortion, which really has little place in a book about sex, but is a subject on which the author herself has strong feelings, while not yet being certain what her views are. Even the chapter on contraception strays far from the issue of sex itself, though it touches so closely on modern sexual attitudes that it must be allowed. Yet a further study of the habit of sex for long-term lovers, the morality in sex when the affection is beginning to wane, the nature of sex within and without marriage, and the question of fidelity in non-married relationships would all have been useful.



Some of this is mere quibble. The book is satisfying and fascinating reading. But a second reason, should there be one, desperately needs to be a proper bibliography and an index. In these, the serious reader is often lost. A serious reader has much to gain from Kelleher's witty study.



## Are you with the Festival?

Barry Cole on the future of the Fringe

"Listen," he said, "I'll tell you what it's like, the Fringe. The Fringe is where I come to act. Acting is what I do. I'm an actor..." He stilled some protests with a wave of a hand. "But I'm on the DHSS. Which means that if they know I'm here, they'll stop my benefit. I'm also a member of Equity. And if they know I'm here, working for nothing, they'll take away my ticket." He paused. "Whatever happens, I lose." A number of other protests were made. "Forget it," he said. And they seemed to.

The setting was the Main Cabaret Hall of the Fringe Club, Bristo Square, Edinburgh, towards the end of this year's International Festival. The event was a forum – "Life Begins at Forty?" – organized by *The Festival Times* newspaper and chaired by its benignly dictatorial editor (and Reader in History at Edinburgh University) Owen Dudley Edwards.

The theme was "The Future of the Fringe," shortened by Edwards to two questions: "What would you like to happen in the next five years – or up to the 2000?" and "What do you think will happen?"

That there was no way in which so diverse a non-paying audience was going to accept such restrictions was epitomized by the young actor. When a participant suggested that perhaps he should try another line of work (ship builder? architect?) his reply was, in effect, "I'm an actor, I act." To which, of course, there was no answer.

The forum's panel comprised a number of interested persons, each of whom – apparently without script – managed repeatedly to use the word "cataclysm" or its derivatives. And in a sense "violent upheaval" seemed to be behind the theme. The Fringe, those from the floor suggested, had outgrown its role. What was required was a Fringe Fringe Society (and such a body, it was announced, had indeed been formed, housed in somewhere called The Edge).

William Burdett-Coutts, artistic director of the Fringe, called for a better "financial reality" and pointed out, reasonably, that costs cannot be recovered from the box office alone; that more sponsorship was required; but although his relationship with the Edinburgh burghers was one of philantism (my interpretation). He spoke more in resignation than hope.

Much more felt anger was expressed by the Scottish writer James Kelman, who described the Fringe as an elitist event from which most Scots felt excluded. "Being from Glasgow, this festival is not my festival. It does not even belong to the people of Edinburgh. It's a sham, humbug, a source of hypocritical cant." No one pointed out that Edinburgh was the centre for an international festival – or that Glasgow had as much or as little to do with it as had Glasgow or Glasgow. Mr Kelman also told us that the BBC hadn't offered him a fee for an appearance in another programme, and that in the past year, as a professional writer, he had earned only £3,000. There were gasps of pity and/or envy from the floor.

Joyce McMillan, theatre critic of the *Guardian*, also got angry, interpreting Mr Kelman's use of "elitist" as "middle class". She said that to describe the Fringe as "some representation of the ruling class in Britain" was neither "fair nor true". She also pointed out something not, so far as I know, reported on: that it was the members of the Press who benefited most from the festival as a whole. "It is," she said, "the one time I can write

people of Edinburgh. It's a sham, humbug, a source of hypocritical cant." No one pointed out that Edinburgh was the centre for an international festival – or that Glasgow had as much or as little to do with it as had Glasgow or Glasgow. Mr Kelman also told us that the BBC hadn't offered him a fee for an appearance in another programme, and that in the past year, as a professional writer, he had earned only £3,000. There were gasps of pity and/or envy from the floor.

"It was our first night and we had an audience of three, three. Can you believe that? In the end, though, it got better. On our last night, we had about twenty..."

about the things I like." She came to learn the problems of the producers so that she could help publicize their productions. That some sections were making profits from the Fringe was inevitable. But, she said, "the Fringe is yours to control." And pointed out that those administering it could be counted on less than the fingers of one hand. Her enthusiasm then fell apart slightly as she referred to a "cataclysmic" reduction in size and quality of the Fringe's productions. Yet "the quality is miraculous" and the business of the Fringe is that of "getting shows on". Her committed, even passionate contribution ended with a remark that if we knew the future of the Fringe it would die.

Meanwhile, elegantly lurking in the background, armed only with a cameraman and assistant, was Joan Bakewell, who was to be the first to speak. One of the audience protested at her presence (mainly because the cameraman obscured her – the protester – view of the forum). Ms Bakewell accommodated this with a couple of decades' skill and continued to film the

suggested that "this is a very critical meeting. I can't help you without a camera".

The nitty-gritty was admirably outlined by the patient Muriel Mackenzie-Robinson, the Fringe Society Administrator, who pointed out that she and her team (all two of them) could only advise. They gave back-up publicity; guided people, gave them an opportunity to try. They made them aware of the risks and the problems. "But we cannot intervene. We can only act as a catalyst."

I left, slightly depressed, before the end. There had been other speakers (Sophie Chalk, a founder member of the Fringe Fringe Society) and at least I knew that this one would run and run. I did a four-mile traverse of George Square, Bristo Square, Chamber Street, Grassmarket, High Street, up to George Street; left, right and centre. I collected a dozen handbills for shows before finishing up beyond Belford, at the Scottish National Gallery of Modern Art, where "The Vigorous Imagination", if not wonderfully created, was wonderfully well displayed. What impressed were those paintings forming the gallery: Kokoschka at his most brilliantly commercial; the half dozen anonymously lost Picasso – and Bonnard's beautiful "Lane at Vemmenet". The new Scots left me disinterested: art school degree shows with a metropolitan intent, perhaps.

The Fringe, however, returned in the gallery's cafeteria where, on the windy ground-floor patio I met a 21-year-old actress from Bristol. A graduate in Russian studies, she had arrived a fortnight earlier with a group of six to perform before, she believed, an international audience. They had rehearsed for five months, made their own costumes, bought their own transport, found their own lodgings in Edinburgh (a double room above a café in Leith), arranged their own listings, printed their own bills, costed their own meals, and set money aside for phone calls home.

In the cafeteria the sun shone on the Reykjavik of the south. The young actress filled my cup with red plastic teapot, replaced it on the table, watched calmly as the Windy City's wind boiled up the table and up to the lawn. "I cried," she said, "I couldn't help it. It was our first night, and we had an audience of three, three. Can you believe that? In the end, though, it got better. On our last night we had about twenty. From the whole world."

We ordered more tea in a red plastic pot. It was all windy. I jammed the pot between two tables. "That's original," said the waitress. "Are you with the festival?"

## Sexual reputations

*Losing Out: Sexuality and Adolescent Girls.* By Sue Lees. Hutchinson £5.95. 0 09 16410 12. *Reflecting Men: At Twice Their Normal Size.* By Sally Cline and Dale Sponder. Andrew Deutsch £9.95. 0 233 97871 2.

Most men will be surprised to learn how much their behaviour is resented. The sorority of women is based on their traditional roles in relation to men, and their anger, resignation, and even tolerant acceptance of it. When there is downright oppression it is easy enough to see; but much of women's behaviour in society has been organized and conditioned by men for their own ends, and may be accepted by women for theirs. This process begins early.

*Losing Out* is a survey of the attitudes of about 100 adolescent girls to their own social and sexual lives. The theme emerges that for girls, and therefore women, their role and behaviour in society is based principally on their sexual reputation. Unfortunately the double standard of morality for males and females seems to be accepted by the girls. Much of the material and discussion centres on the use of the term "slag" as a label which may bear little relationship to the actual behaviour of the girl so described. It is well established that there are many men who need women to be either virgins or whores; it is also postulated that women are often seen as weak sexual objects and at the same time dangerously powerful because of their seductive sexuality. Language is used as well as social stereotyping as a means of controlling men.

The evident bias of the author shows through often enough to be irritating and to weaken her very good case for better understanding. She assumes that men believe that women are not capable of friendships and that when boys call another a "poof", this is merely slang and not a censure on his sexuality. Like calling a girl a slag. She feels that married heterosexual-

ity is compulsory in our society for women (but not for men?). Above all, her frequent use of the word "constraint" suggests bitter experience which may affect her objectivity. After all, sexists are not exclusively men. This book is a revealing insight into a social process which is largely unnoticed by men, and probably a lot of women too. It should be read by all males old enough to understand it.

*Reflecting Men* is more good-humoured, tolerant and wryly amusing – but a serious work for all that. The evidence is all there, and all around us to be seen every day. The thesis is that women spend a lot of time making men – even strangers – feel bigger and better and that girls are conditioned to this behaviour even by mature feminist mothers who should know better. Men interrupt women, dominate their conversation, put them down, and expect service with a smile. And they get it for the most part, having expected it since infancy – tyrants before they are toilet-trained.

In fact women cosset men to boost them up, for it is only men who have egos. Men need to be admired, women to be loved; and girls are taught early that they won't "get" a man if they fail in this way. Probably true for the most part, and certainly men behave disgustingly if they are not reflected flatteringly in women's eyes.

This book is very readable and the authors come across as honest people. They interviewed about 280 women and report their findings with humour and objectivity. They write about school and work, money and bodies, the mandatory smile and the obligatory orgasm. Wisely they show that self-assertion training for women is not enough, as what women need is self-respect. Why try to make women more like men, when what is needed is for men to be more like women? For this is what is wrong: men do not do for women what women constantly do for men. They don't make them feel good. Highly recommended.

## Academic eruption

*Academic Freedom and Apartheid.* By Peter Ucko. Duckworth £18.

The world's increasing unwillingness to accept the participation of South Africa in cultural, sporting and artistic activities has now erupted into the academic field of archaeology. The World Archaeological Congress held last year in Southampton effectively caused a schism in the archaeological world by its decision to ban South African and Namibian participation. In January 1986 the International Executive Committee of the International Union of Prehistoric and Protohistoric Sciences decided at a meeting in Paris to expel the WAC from the IUPPS and to hold its own congress in Mainz this month. *Academic Freedom and Apartheid* is published to coincide with this event, and its impact will no doubt be the greater for it.

The WAC and the IUPPS Congress represent the two poles in the universal debate over the cultural boycott of South Africa. Does it constitute an effective form of protest against the policy of apartheid, or does it simply turn individuals within affecting the Government's stance? In Peter Ucko's personal account of his struggle to go ahead with the WAC amid a storm of controversy, the central issue raised in all its complexity is whether the principle of academic freedom should transcend all other principles.

The 1985 South African declaration of a State of Emergency had a devastating effect on the planning of the WAC, already well under way. Its aim was to place greater emphasis on African and Asian archaeology in order to gain a more balanced perspective on what had hitherto been a too Euro-centred field. But the WAC inevitably fell victim to the emotive climate of the time. While the pros and cons of imposing economic sanctions were being vociferously debated in Parliament, pressure was being put on the Congress organizers by the Labour-run Southampton City Council – the student union of the univer-

sity (which was host to the event), the Association of University Teachers, and Anti-Apartheid to ban all South African participation. As external pressure mounted at home and abroad with the threat of withdrawal by other nations, it was eventually decided to impose a ban on South African participation as the only alternative to cancelling the whole event. As Peter Ucko makes plain, this was not an ideal solution or one taken lightly by the organizing committee, nor was it aimed at individual scholars. Instead it was felt to be the lesser of two evils.

Those opposed to the ban saw it as effectively associating barred South African scholars directly with their country's policies. This was both misleading and insulting. But, more importantly, it was seen as a breach of the principle of universal scholarship and the free interchange of ideas, a principle quite distinct from and even above politics. In his defence Ucko argues that there can be no absolute of academic freedom in today's world and that the most that can be achieved is the participation of the greatest number. Nevertheless the ban was greeted by resignations at all levels, adverse publicity and public debate in the leader columns and the letters pages of major national newspapers. The controversy reached its climax with the IUPPS decision in Paris.

Ucko's book is not intended to persuade but to inform. Yet the emotionally charged atmosphere transmitted through his descriptions of the events (many of the delegates in Paris were in tears) brings home the intensity of the implications for our world of this fundamental human issue.

In clarifying many of the central arguments this interesting book provides a valuable insight into some of the difficulties created by current relations with South Africa. The effect of the IUPPS Congress, and its upholding of the principle of academic freedom at all costs, is yet to be seen.

Rachel Neaman

## BOOKS

### lingo

#### Gilding the watershed

WS Brownlie takes himself to task for giving inaccurate versions of some familiar quotations (*TES* August 14). Near-accurate quotation is a more charming phenomenon than the sternly accurate recall of expressions whose own metaphorical accuracy has diminished as they have become daily coinage. To gild the lily instead of painting it, or to speak of great oaks instead of tall ones, is no great matter. Their quality as stock expressions serves adequately as shorthand for what is intended. Indeed, it is the misquotation which is the stock expression.

It is quite another matter when words and expressions, whether stock or otherwise, are wreathed from conventional usages and meanings apparently at the whim of the speaker. For example, an athletics commentator recently described one competitor's performance in a warm-up race for the current World Championships by saying: "He has posed his intent." If this means anything at all, it may be "he has made his intentions clear"; so why not say that? An eminent conductor, discussing the problems of rehearsing Schumann's "Spring" symphony, spoke of a "belt-and-braces operation of a very sweaty and exhausting nature". Surely the point of a belt-and-braces operation is taking extensive precautions, making doubly sure not to be caught with one's trousers down, and the expression should not be annexed by a combination of strident and social considerations to indicate a heavy, manual labour.

One last example was produced by a recent review of the Liverpool riots of the early Eighties. At that time, we were told, civil dissatisfaction "erupted in a watershed of violence". What carelessness or illiteracy can allow such a remark to pass uncensored, by his editor if not by the reporter himself?

Finally, it is hopelessly prissy to feel a special disappointment that all these examples occurred on the BBC? John McDermott

#### Glisters/glitters

WS Brownlie in "Quote...unquote" elides several instances of "common misquotations", and spotting such is always an interesting exercise; though he does not include the very common misquotation "Lead (lay) on, Macduff".

He also implies that it is wrong to correct "All that glitters" to "glisters" in Shakespeare's *The Merchant of Venice*, giving Thomas Gray the credit for the slightly quaint latter usage. He may be right to do so, though "glisters" is well authenticated in the good Shakespearean texts. What is really interesting in this context, though no one seems to have spotted it, is a line of Chaucer in the underrated Canon's *Yeoman's Tale*, a little read work about priestly hypocrisy. The line reads: "...a thing that shineth as the gold / Nis nat gold". It appears, then, that whether Shakespeare has "glisters" or "glitters", he was merely calling into slightly more poetic diction an old English homily.

And there's more: in the next two lines Chaucer tells us "every apul that is fair at eye / Ne is nat good"; and two lines later again "He that semeth the wiceste... / Is moost fool". Those of us familiar with *The Merchant of Venice* may recall not only the "glisters / glitters" line, but also "An evil soul producing holy witness / Is like... / A goodly apple rotten at the heart"; and "I do know of those / That therefore only are reputed wise / For saying nothing; when I am very sure / If they should speak... (would be called) fools".

These may be merely three coincidences, but I like to think that Shakespeare, shortly before writing *Merchant*, had read Chaucer's *Canon's Yeoman*, and not only swallowed but also digested some of the rich pickings to be found there.

K C Ryder

## NEW FROM HMSO FOR DES

A 'SPECIAL' PROFESSIONALISM  
Report of the FE Special Needs Teacher Training Working Group  
Discusses current and likely future training requirements and the content of appropriate training programmes.  
34pp ISBN 0 11 270622 3 Paperback £2.50

NAE IN PRACTICE  
3 new titles in the series looking at Non-Advanced Further Education courses (those normally provided for people above the statutory school leaving age).  
1. Science 32pp ISBN 0 11 270610 X £2.00  
2. Hotel, Catering and Bakery 64pp ISBN 0 11 270623 1 £2.95  
3. Business Studies 44pp ISBN 0 11 270625 8 £2.50

YOUNG PEOPLE'S INTENTIONS TO ENTER HIGHER EDUCATION  
Examines demand among 17-20 year-old school and college leavers in England and Wales, and the extent to which their preferences were met. Covers such matters as the influence of social class and parental degrees on A-level choice and achievement and consequent higher education preferences.  
124pp ISBN 0 11 691200 6 Paperback £11.50

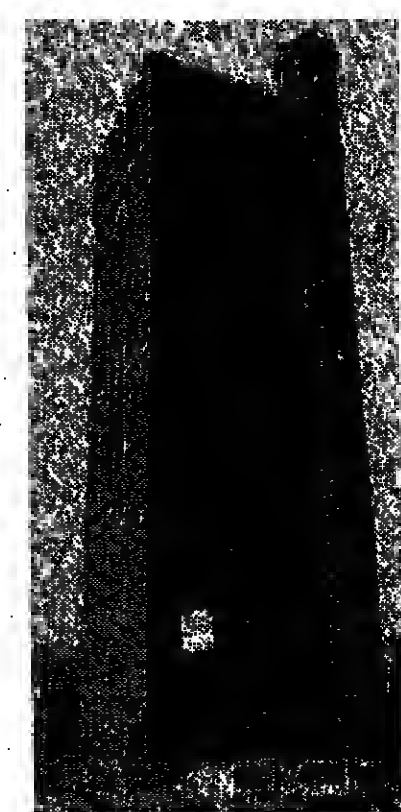
PRIMARY SCHOOLS  
Some aspects of good practice  
An HMI publication focussing on examples of effective teaching observed by HMI inspectors during the course of visits to schools around the country.  
40pp illus in colour ISBN 0 11 270613 3 Paperback £2.95

Available from all good bookshops, or direct (POST FREE) from:  
HMSO Books (PYD) FREEPOST, Norwich NR3 1BR  
For details of other titles, send for our free catalogues and leaflets.



## THE TIMES PROPERTY GUIDE

Des res.  
Penthse  
flat  
in water  
tower.  
Un-  
limited  
bth.



And buy it without tears

A special 20-page colour supplement on Saturday, the ultimate guide to property

THE TIMES

A lion among paper tigers (25p)



## BOOKS

## Uniformly radical?

Duncan Tanner suggests it's time working-class history faced up to facts

*The Enemy Within: Pit Villages and the Miners' Strike.* Edited by R Samuel, R Hoomfield, and G Bonnas. Routledge and Kegan Paul £6.95. 0 7102 0888 X. Independent Spirits: Spiritualism and English Pelelans. By L Barrow. Routledge and Kegan Paul £9.95. 0 7102 0815 4. *The Working Class in Glasgow 1750-1914.* Edited by R A Cane. Croom Helm £25. 0 7099 3415 7. Lancashire: a social history, 1558-1939. By J K Walton. Manchester University Press £35. 0 7190 1820 X. *Yesterday's Heroes.* By J Jones and J Thorogood. Sarsen £5.95. 0 95108 56.

Tales of suffering and valorous struggle against deprivation dominated a good deal of the working-class history written in the Sixties and Seventies. It was characterized by indignation, optimism and protest. These works seem inappropriate in the more sober climate of the Eighties. As a result, the subject is losing direction and is becoming marginalized from the historical mainstream. The works reviewed here do not share a single approach. However, to differing extents, they display a realism which will be central to the revitalization of working-class history.

The History Workshop movement has played an important role in working-class history. Initially set up by Marxist students at Ruskin College in the late Sixties, it has gained a (perhaps embarrassing) semi-respectability. Recently, prominent members have discovered that the study of working-class history may reveal not a radical past, but an innate conservatism. This, they contend, is something to be faced, not ignored. "The left will be better placed to cope with a hostile environment if it takes the elementary precaution of accounting for the existence of its enemies and taking an honest look at its own weaknesses." (*History Workshop Journal*, issue 20, editorial).

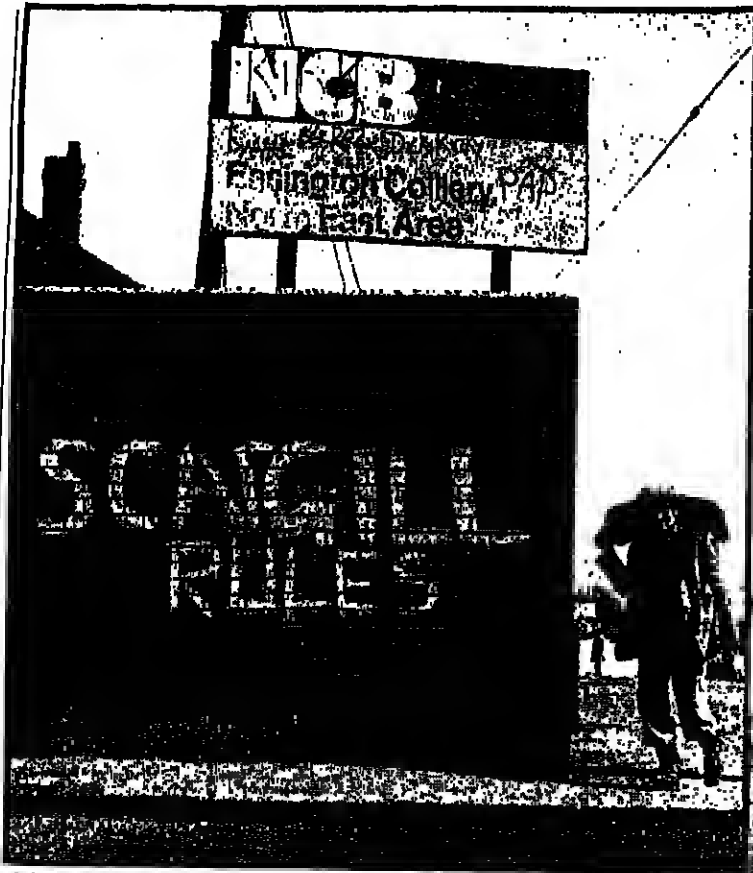
*The Enemy Within* is a picture of mining communities fighting for their existence during the 1984-85 dispute. It consists of an extremely readable and useful introduction by Raphael

Samuel and a series of interviews, memoirs, letters and other material grouped, without further comment, in subject chapters. These chapters reflect the entire range of strike-related activities, from the first few days of the action, through the work of support groups, the role of pickets and the return to work.

Samuel argues that the strike was a movement of "radical conservatism" which had little to do with Arthur Scargill, and only incidentally came to be dominated by the violence displayed nightly on the television. The real force of the strike lay in the miners' grasp of an alternative morality, which challenged the need and the right of the Government and the NCB to close allegedly uneconomic pits. Sadly, this did not become the dominant theme. The miners were not able to wield sufficient industrial muscle, or gain sufficient public sympathy, to ensure a favourable settlement. The strike became a matter of pride.

The sustaining activities of the Miners' Welfare and the Women's Support Groups are vividly documented in the body of the book. Communities are seen coming together; after initial divisions, wives rallied to their husbands' aid; families and friends closed ranks; shopkeepers, parents, and local non-mining groups lent support. The minimization of Scargill's directing role and the emphasis on the locality, are persuasive features of the argument. For many participants, the strike was about maintaining a way of life.

Logie Barrow's account of Victorian working-class spiritualism could not, on the face of things, be more different. It follows the path of this movement from the 1850s (when it was introduced from America) to 1910, when, Barrow argues, it lost its largely plebeian form. Despite the Workshop's emphasis on accessibility, and unlike Samuel's book, it is written in tortuous prose and contains a superabundance of proper names which will not be familiar to a great many readers. Moreover, Barrow infuriatingly keeps delaying his punch-line. "As we shall see" is the most over-used phrase in the book; these, or similar words, occur eight times, for example, between pages 105 and 112. Lucidity is not one of the book's strong points. The first three chapters deal with



plebeian spiritualism's extremely localized and limited early support. Those readers not kept awake by frequent recourse to a dictionary will miss some interesting material on mesmerism, alternative medicine, vegetarianism and - above all - Barrow's punch-line, finally delivered in chapter six. These movements, and by implication other plebeian activities, shared a "democratic epistemology". The alternative plebeian knowledge, symbolized by these movements, was characterized by the search for an independent and suspicious morality and world view. It is the decline in the 20th century to resist existing political priorities. A new democratic epistemology "may be worth creating now".

Here the two History Workshop volumes overlap. Samuel argues that the strike failed because the miners' "democratic moral/economic case" - its "democratic epistemology" - was not strong enough to challenge the Government's conception of the situation. Moreover, he notes that the meaning of the strike would be determined "by the way in which it is assimilated in popular memory, by... retrospective understanding". Always aware of the subjective nature of history, the Workshop movement is increasingly attempting to help create a view of the past, a retrospective understanding, which will fit the present.

This does not mean that all History Workshop publications are wildly romantic and unrealistic. There is a good deal more realism and less insularity about Samuel's book in particular than in many other accounts of the miners' strike, and many other History Workshop products. None the less, it is not the critical approach promised in recent years. This ultimately is its deficiency as history and as a model for a mobilizing strategy.

Both Samuel and Barrow concentrate on the views of radical activists. One radical Yorkshire activist supplies one-eighth of the documentary material contained in *The Enemy Within*. The views expressed are hardly typical of all the miners or all the mining regions. There is nothing but praise for Arthur Scargill. Critics of the NUM leader are dismissed in the Introduction as "armchair strategists and know-all". Advocates of the strike, but do not make an appearance. Divisions between regions (eg between South Wales and Yorkshire), between those who appeared on picket lines and those who did not, between miners and their wives, between the strikers receiving help from "outside", and the "forgotten" local unemployed, are documented in the book itself. They make no contribution to the argument contained in the Introduction. Similarly, Barrow attempts to "radicalize" spiritualism by linking it to Robert Owen and other British Socialists. His attempt to establish a spiritualistic feminism is present-mindedness at its worst.

"Reality," Samuel writes, "is in the eye of the beholder." His chosen representation of reality is that the

young picket-line miners were heroes; to outsiders they appeared as mobs of macho hooligans, taking chants and behaviour from the football terraces. Allegations of violence, permitted deterioration of pits, and money from Colonel Gaddafi all had an important influence on the non-mining working class. The whole form of the strike appeared to stand outside "democratic epistemology" which involved choice (ie a ballot), careful proportion and common sense. It is running away from reality to pretend that these hostile representations of the strike were without substance, or that they can be avoided in any subsequent analysis of its implications.

The lapses are doubly unfortunate. Samuel's is the best book yet on the miners' strike. Barrow, too, makes important points about 19th-century working-class radicalism. Yet their attempts to draw semi-radical conclusions even when the evidence points to a less politically acceptable conclusion, draws attention away from the less "heroic", but more plausible, aspects of their subjects. As history their work is therefore too easily dismissed. As propaganda it is sectional, an (admittedly dilute) version of what radical activists wish to hear. As history and as propaganda, History Workshop has come a long way, but not far enough.

Local history offers an alternative approach. Frequently it takes the form of case studies of living standards, unemployment, poverty and politics in a city, town or region. The volume of essays on the Glasgow working class edited by R A Cane reflects this traditional model. John Walton's is a new approach, a synthesis (in the main) of the extensive secondary material on the social history of modern Lancashire.

The two books have quite different strengths and weaknesses. Cane's contains six chapters and, as an "introduction", a comment on the standard of living debate which tries to sweep all the other essays into its net. Cane himself contributes the introduction and three chapters (on population and employment, health and poor relief). His contributions are marred by an imprecise use of statistics (eg pp. 59-60) and excessively long quotations (often two-three pages in length) from secondary sources. The three remaining essays (on popular culture, labour politics and housing) are much better. Elizabeth King on popular culture assembles an array of material on music-halls, parks, sport, drink, gambling and other aspects of working-class life. Both she and J G C Hutchinson (working-class politics) are not usually over-romantic about the "radicalism" of local culture and politics. Undermining their work to historiographical debates which draw material from a much broader field. This has its dangers, for as a result certain questions and interpretations come to dominate evidence that might more usefully and more accurately be used to establish very different points. Local historians seeking a professionally "relevant" local history paradoxically risk losing sight of the originality of their own

This problem is partially answered by Walton's stress on the differing cultural (and, not political) forms which emerge in different local settings. He consistently shows the contrast between life in "Merseyside" and life in the "textile belt". All this is very encouraging, but the book is not entirely satisfying. Because few places differ in every respect his insistence on intra-regional diversity leads to a degree of repetition. This is probably inevitable, although use of comparative statistical tables might have helped remove some of the worst examples. Walton's dependence on secondary sources also means that he cannot always sustain his theme, particularly in the (thin) sections on the periods before 1750 and after 1914. The Lancashire working class, he argues, was defensive and conservative. On Merseyside they were often rabidly anti-Irish, objected to misfits and to each other. In the textile belt, working-class culture combined "individualistic opportunism and collective mutual assistance, thrift and hedonism, earnestness and scepticism, independence and deference, hard work and asceticism." Upward mobility and a spreading regional culture did not remove regional divisions even by 1939. However, this interesting conclusion is not reinforced by comparisons with other areas. The question of changing "national" economic or political influences on "unique" local cultural formations is not actively addressed. It is dangerous to assume that Lancashire's working class (and its history in general) were self-contained, self-determined, or influenced by external forces, yet it is an assumption Walton makes without hesitation.

The relationship between "local" and "national" factors in working class history has still to be resolved. Walton might have produced answers to these problems by asking deeper questions of his sources and undertaking some additional research, but ultimately he and the contributors to Cane's book are prisoners of their approach. Local history often needs to be placed in a broader geographical framework. It needs to be influenced by a wider body of literature, without becoming subsumed by it. Walton utilizes over 80 unpublished MA, M.Litt, PhD and other dissertations, which frequently deal with individual towns or areas within Lancashire. He focuses the work of these and other local historians, and builds it into a picture of the county as a whole. He has started to expand the horizons of local history. It is true that an even wider approach would have taken more time and involved more errors, which would then be hungrily seized upon by reviewers; but perhaps historians need to be more expansive, and reviewers correspondingly more generous, if we are to understand more adequately the local-national relationship.

Local history projects are becoming increasingly common. Essex Age Cane has gone further, organizing an annual history essay competition and publishing some of the best entries. The most recent in the series, *Yesterday's Heroes*, has contributions on school days, working life, hard times, and after-work activity. It is a light book, which could bring colour to school examination work and useful illustration to academic lectures. The "heroes" of the title are survivors, not class warriors, vegetarians or radical spiritualists. However, they provide ample support for Barrow's wider comments on the working class's thirst for knowledge. Examples of resentment at educational opportunities lost through lack of money abound. There are powerful accounts of the impact this waste of talent had on individual teachers. These feelings and sentiments deserve more historical attention. There is little however, of human and especially personal meanings or selfishness, of those aspects of life and character which people, and historians of the working class, usually choose to forget. The book is thus not as revealing an account as Walton's portrait of working-class Lancashire, but it is a step in the right direction for local history.

Griffin's introduction offers an historical perspective on "What is social policy?" and the earlier part of the book examines in critical detail (with some useful summaries at the end of the longer chapters) the roots of policy in alternative social welfare models. After a careful review of the major publications of the Advisory Council for Adult and Continuing Education, he

## BOOKS

## Fashionably fit

From "Fair Sex" to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras. Edited by J A Morgan and Roberta J Park. Frank Cass £9.95. 0 7146 3288 0

Keep young and beautiful  
It's your duty to be beautiful.  
Keep young and beautiful  
If you want to be loved.

So jingled Eddie Cantor at the start of each of Terry Wogan's "Fight the Flab" exercise sessions, broadcast some years ago on BBC Radio 2. The lyrics say it all; physical fitness was not so much an end desirable in itself as a means to increased youthfulness, beauty and sex appeal. In a changed shape lay women's salvation. *From "Fair Sex" to Feminism* shows just how much Wogan's afternoon promptings to stretch and bend were part of a long-established tradition whereby men assumed responsibility for the ways in which women's bodies were sized, shaped and clothed. At no time was this imposition of male values more obvious than in the 18th and 19th centuries, when all but the most rudimentary forms of exercise were explicitly forbidden to women on the grounds that anything more strenuous would impair their procreative abilities. The choice, proposed an eminent (male) physician in 1873, lay between "monstrous brains and puny bodies; abnormally active cerebration, and abnormally weak cerebration; flowing thought and constipated bowels; lofty aspirations and neuralgic sensations".

Not everyone was prepared to accept unblinkingly this "theory of the distastefulness of the ovaries". Gradual resistance came mainly from progressive women educationists who had

observed and sought to publicize the link between intellectual and physical development. Even so, reformers had to tread carefully, for parents were constantly on the look-out for signs that their daughters were being transformed into unmarriedable, meaty nudes. Madame Bergman-Osterberg, the redoubtable principal of Darford College, was able in 1890 to offer confident, if somewhat compromised, assurances to the contrary. Demanding exercise, she guaranteed critics, would fit a girl "to become the organizer of the perfect home, or the trainer of a vigorous and beautiful new generation".

If this collection of essays provides an absorbing, though occasionally repetitive, account of the part played by sport in women's lives over the past two centuries, it falls a little flat in terms of its examination of more recent trends. For women today, sport is still predominantly a means to the achievement and eventual display of the currently fashionable female form. On these twin objectives an enormously profitable fitness industry has been built - one that, from Eileen Fowler to Jane Fonda, has sold exercise via the prospect of enhanced sexual attractiveness. Indeed, as Donald Mrozek points out, women who excel at sport regularly risk having their sexual identity called into question by press and public, a (still common) slur that serves automatically to confine many other women to such semi-narcissistic pastimes as aerobics. Mrozek's is, unfortunately, the only chapter that examines these developments; a thought-provoking collection would have been made even more impressive by additional, similar contributions.

Laurence Alster

## After thoughts

Adult Education: A Social Policy. By Colin Griffin. Croom Helm £19.95. 0 7099 3812 8. *You're Learning All the Time*. Edited by Pam Flynn et al. Spokesman Books £14.95. 0851244483.

Adult Education is a "good thing". Few people doubt that. So it was no surprise that none of the political parties made an issue of adult education during the run-up to the election. It is a good thing, yes, but it is hardly a national priority.

Yet increasingly it is being expected to perform functions that are to do with creating a better society: to offer more vocational and technological courses and a curriculum geared to support target groups like minority ethnic members of society. While the politics of schooling and of youth training are high on the public agenda, adult education is not at all taken seriously.

Some of the problems, of course, are that adult education is voluntary, not developed at public expense, and it does not share with other social welfare services a common basis in legislation. But the major problem, more persuasively put forward by Colin Griffin in *Adult Education as Social Policy*, has also been that adult education has remained the domain of the inevitably "inward-looking professionals" who have not reorganized adult education knowledge to bring it into line with general theories of social welfare. "A public debate is needed at the level of welfare ideologies," Griffin argues. "The concept of adult education as a social movement, that is, an organization of adult learning to achieve whatever social purposes the learners themselves determine for it, into a 'Society's' needs and social priorities' form of welfare provision has been accompanied by a complete failure to analyse adult education as a form of social policy".

Griffin's introduction offers an historical perspective on "What is social policy?" and the earlier part of the book examines in critical detail (with some useful summaries at the end of the longer chapters) the roots of policy in alternative social welfare models. After a careful review of the major publications of the Advisory Council for Adult and Continuing Education, he

theme: integration of an individual's learning over a lifetime, integration of formal and informal systems of education, and integration of continuing education policies with demographic, economic, social and cultural trends". Griffin puts the case for approaching adult education from the point of view of politics, specifically in terms of political economics.

This is a controversial book, but an authoritative, powerful one, raising issues of access, true equality of opportunity, and the re-distribution of public funding. It delivers adult education on to a new platform - in the nick of time perhaps - to meet head on the issues raised by current social and political change.

*You're Learning All the Time* grew out of a need for a book on education and community work from a feminist perspective. It is a fresh and lively addition to the bookshelves of both community workers and adult educators. Covering a spectrum of views and case histories (drawn entirely from outside London for a change), the book offers shining examples of how a woman's lack of confidence and sense of under-achievement can be overturned by later - more positive - educational experience, be it within community action or in a formal context.

Within mainstream provision, the contribution by Val Millman, late of the Schools Council Sex-Differentiation Projects, is as clear an exposition of educational movements against sexism as anyone could wish for, and identifies ways to tackle the issues further. Two other excellent chapters attack the youth service and careers officers in long-overdue critical analyses from two professionals, Judy Seymour and Linda Moore. Particularly interesting is the final chapter by Hilary Armstrong, who recognises the need to give certification for courses "not because the validating bodies say so, but because the social relations of working class life demand it".

Like Griffin, the editors of *You're Learning All the Time* call for women's education to be seen in the context of the political situation: "the overriding practical and cultural reductionism of the 'Thatcher Government'". The time has clearly come for a new voice for adult education.

Alison Leake

## Wild and wonderful

The Pembrokeshire Coast National Park. By Herbert Williams. The Countryside Commission Official Guide. Webb and Bower/Michael Joseph. 0 86350 134 6.

At present, some one and a quarter million visitors come annually to the Pembrokeshire Coast National Park, and a reading of this attractive guide makes it easy to see why.

Here, in a very portable form, is a wealth of information on the history, geology, topography and social development of this somewhat remote area, now becoming much better known with improved access. This in turn leads to the all too common problems of reconciling conservation and development but, so far, the Park Authority's policy of "diplomacy and determination" has maintained a balance.

In this ancient land of mixed races, there is an astonishing variety of scene, from 5,000-year-old cromlechs to the supertankers in the Haven, from the Iron Age forts, such as that on St David's Head to the many Norman castles best exemplified by Pembroke. The Vikings are remembered in the names of the off-shore islands, and St David and St Gowan remind us of the Christian tradition in Pembrokeshire.

There is delight here for the naturalist in the profusion of wild flowers, of butterflies, of birds and of sea creatures, all to be seen in outstandingly beautiful surroundings. Guide in hand, what better way to appreciate these wonders than to walk the 180-mile Pembrokeshire Coast Path?

Eric Church



Peter Ackroyd's latest act of recreation is a handsome picture book: *Dickens' London: An Imaginative Vision* (Headline £12.95), in which he combines Dickens' descriptions with observations of blown on many evocative photographs



TEACHERS!

## THE ANSWER FOR PARENTS

The Parent & Child Programme, an authoritative series of books for use at home reflecting modern teaching methods, that you can feel confident in recommending to parents.

Carefully linked to the level and content of school learning, graded from reception to second year juniors.

Covers language and maths.

Reinforces learning at school through shared activities, rather than teaching new skills.

Plenty of guidance for parents and notes on how activities link with school work.

Excellent value for money.



Activity Books £1.75



Practice Books 99p

Written by teachers with particular expertise in home/school links and co-operative learning.

A shared approach with the emphasis on fun, capitalizing on the benefits of one to one involvement of parent and child.

High quality colour illustrations, games and characters that children will love.

Available from:

Octopus Distribution Services,

100 Brook Hill Drive, Suite 100, San Francisco, CA 94116, USA

0800 22 22 22

0800 22 22 22

0800 22 22 22

0800 22 22 22

0800 22 22 22

0800 22 22 22



## SOCIOLOGY &amp; SOCIAL STUDIES

## For GCSE Integrated Humanities/Social Science/Sociology...

## SOCIAL ISSUES

• Book 1 Britain • Book 2 The World  
J. Coutts, N. Coutts and W. Rae

'Social Issues is just right for Integrated Humanities.' That's the message we've been getting from teachers round the country.

It's also suitable for GCSE Social Science, GCSE Sociology - in fact any course with a social or political component.

*Social Issues: Britain* could be used on any course with a social or political component. The topics are ideal for mixed ability teaching and have a well-organised set of follow-up work. The chapter on the Mass Media has a fascinating section on censorship, focusing on press freedom during the Falklands conflict.

- Richard Evans, *Times Educational Supplement*

Pride of place, for sheer teachability in this gathering, should go to *Social Issues: Book Two: The World*. The authors cover an immense ground with a confident expertise, and they add suggested activities and 'extension activity' in what is evidently classroom-tested material.

- Colin Ward, *Times Educational Supplement*



## Inspection Copy Request Form

For your inspection copies please return this form to the address below (no stamp required) or ring the Hotline.

☐ Social Issues Book 1 Britain 435 467026 £3.95  
☐ Social Issues Book 2 The World 435 46703 4 £3.95

Name \_\_\_\_\_  
School address \_\_\_\_\_

Post Code \_\_\_\_\_

**Heinemann Educational Books**

FREEPOST NH 3746, Sanders Lodge Estate, Rushden, Northants NN10 9BR.

709 ISSAT

FOR URGENT QUERIES PHONE  
**HEINEMANN**  
**HOTLINE**  
01-631 5142

## Punishing the sociologist

Sociologists on Sociology. By Bob Mullan.  
Croom Helm £12.95, 0 7099 4486 4

No single remark from this collection of interviews with 11 eminent sociologists better illustrates the recent decline of their subject than Peter Worsley's fond recollection that, in 1964, "you could get money for anything, you could pick your staff". Things are now much changed. Many of those lucky enough to have benefited from the post-Robbins expansion are now paying the price for making a meal of the hand that fed them throughout those years of plenty.

At least, this is the way Stuart Hall sees it. "Sociology," he laments, "is still being punished for 1968... it's a long memory, a long course of revenge that's going on." If this was so (Bob Mullan's interviews were conducted during 1983/4), it was a fate not readily appreciated, or even contemplated, by many of Hall's colleagues. For what these transcripts reveal are academics whose immersion in their discipline - itself an examination (of sorts) of social life - seems largely to exclude a consideration of life's realities as they appear outside the ivory tower. Or so it is made to seem by Mullan, whose questions - presumably reflecting his own interests - tend, after brief biographical inquiries, to revolve around issues of methodology, the relative merits of different sociological perspectives, and the relationship between sociology, history and philosophy.

Very necessary though such questions are, the answers they elicit often make insufficiently dull reading. In this respect the book contains no worse offender than Ralf Dahrendorf, whose words all too often leaves the reader quite cross-eyed with incomprehension. Likewise, Stuart Hall is prone to needless wallowing in verbal obscurities and Anthony Giddens' responses,

while couched in sentences of respectable length, are so densely packed as to require frequent re-reading.

Ironically, Giddens and Hall are among those who, rather piously perhaps, admit to hoping to "densify" the workings of the world as an aid to those most likely to fall victim to it - a task doomed to failure, comments John Rex, so long as they persist in torturing the language half to death. Most sociologists whose work I look at, whether it's Giddens or Goldthorpe or anybody else in Britain, write in ways which are extraordinarily inaccessible to people 'out there'. Not so Rex, whose answers reveal a lively, somewhat caustic, observer with an attractive contempt for mainstream sociological opinion ("... the most revolutionary thing which could happen in Poland is to open branches of Marks and Spencers and Sainsbury's there...").

Just as agreeable in their own ways are Laurie Taylor, as entertainingly iconoclastic as ever, and an engagingly direct Ann Oakley, the only woman interviewed. Peter Worsley shows an admirable sense of priorities when he stresses that the nuclear threat is of greater importance than any other social issue and Robert Merton, plainly relishing his role as sociology's elder statesman, offers some vivid recollections of the subject in pre-war America.

All respond well to Mullan's prodings, and the interviewer reveals an impressive understanding of his subject. A pity, then, that the transcripts should also disclose a deadly habit of responding with an "OK" or "right", stumpy on tape, perhaps, but hugely annoying on paper. Similar irritants are the frequent "well" and "I mean", that litter some otherwise lucid answers. Editorial insistence on the exclusion of these redundancies would have served the reader well.

Laurence Alster

## Gearing up for GCSE

*Sociology Alive!* By Stephen Moore. Stanley Thorne £5.45, 0 85050 661 4. *Social Science for GCSE*. By Jack Nobbs. Macmillan £5.60, 0 333 34970 9. *GCSE Sociology: A guide for students*. By Paul Cooper. Longman £3.25, 0 582 00289 3.

Publishers are falling over themselves to provide materials for the GCSE. Students will be taking the first examinations next year and textbooks written specifically for the new syllabuses ought to find an eager market. How different are they from the old CSE and O level materials and do they live up to their publishers' claims? Sociology and integrated social science are competitive areas with many books to choose from the GCSE.

*Sociology Alive!* is well written, well designed and lavishly illustrated with a striking cover, giving it the appearance of an American textbook - all this, but no index, which is infuriating because the contents page is not detailed enough for easy use. The book adopts a thematic approach, which the author says aims to generate discussion on sociological issues and 'tackle' work informally in small groups rather than just on an individual basis. *Social Science for GCSE* does have an index, a detailed contents page and is also well written, its layout is rather crowded and although it has many illustrations and diagrams, its general design might be daunting to some students. Both books are intended for different syllabuses, but because of the similarities in content between them, I suspect they will overlap a range of courses.

Moore tries to involve his reader by regularly raising snappy questions. This is helpful as the content and related questions are broken up into

ethnic divisions is divided into ethnicity and race, immigration to Britain, race and life chances, explanations for racial prejudice and combating discrimination. Nobbs puts ethnic and racial groups within a section on disadvantaged groups in a chapter on social differentiation.

*Social Science for GCSE* is divided into four parts covering the methods of the social sciences, and economic, social and political life, this emphasising the different disciplines. Although Nobbs claims to integrate each perspective within a topic, such as unemployment, it is not always apparent and there is therefore a possibility that students will think in "disciplinary" hunches rather than taking an overall view. His book is very detailed; has a useful statement of aims - knowledge, application and evaluation. He concludes with suggestions on how to approach school or college assessed components of the GCSE. On balance, *Sociology Alive!* will be the more useful book for students of all abilities and could be used for general social science courses as well as sociology, but Nobbs' format will be familiar to those who have worked with his modern studies books.

*GCSE Sociology* is a short book to complement a sociology textbook, suitable for any student at school or college, full-time or part-time, or for mature students returning to study. It provides information on coursework and research, on answering stimulus response questions, writing essays and coping with revision. Each section has several activities aimed at helping the student develop his or her sociological skills in line with the GCSE criteria. This is a timely guide offering ways of improving study skills for the application of sociology.

## Lifting the lid off drug education.

Introducing DrugWise 14-18, a new comprehensive package of drug education resource materials. It is unique in that it is not just concerned with classroom activities, but also drug education's position in the curriculum, and the preparation necessary before teaching can take place. Therefore the pack is divided into three sections:

DrugWise Learning Materials  
—contain 35 exercises in seven sections.

The exercises focus on information, attitudes and skills. It is not intended that all the exercises are used, but that teaching staff select a balance of relevant lessons based on the age and ability of the students, the time available and the teachers own preference for one style of exercise over others.

## DrugWise Training Manual

Flexible enough to be used by individual teachers as distance learning material or by groups of teachers involved in formal in-service training, these materials explore Facts, Attitudes and Beliefs; Skills for teachers and students; Assessment and Evaluation; and running workshops for parents.

## DrugWise Curriculum Guide

Invaluable to those responsible for organisation, guidance or policy, the guide examines drug education's place in the curriculum, as well as the institution's policy concerning drug-related incidents.

Together, the three sections provide a complete response to drug education for upper secondary or further education. In considering the underlying factors behind the misuse of both legal and illegal drugs, DrugWise offers a chance for teachers and students to see drugs in context rather than in isolation.

This understanding of substance misuse is linked to the development of a range of skills which will help young people handle pressures and make informed decisions.

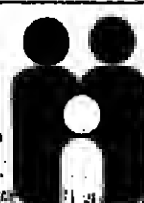
## DrugWise 14-18 available from:

T.A.C.A.D.E. 3rd Floor Furness House Trofford Road SALFORD M5 2XJ Tel. No. 061-848 0352	Lifeskills Associates Ashling Bock Church Lane LEEDS LS16 8DN Tel. No. 0532 467128	I.S.D.D. 1-4 Hutton Place Hutton Gardens LONDON EC18 8ND Tel. No. 01-438 1991
---	---	--

Price: £31.50 (inclusive of V.A.T. and P & P)

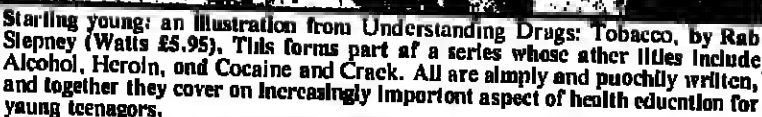
Also available on loan in Scotland from the Health Education Departments of Area Health Boards.

Issued by the SCOTTISH HEALTH EDUCATION GROUP.



Widdows House, Canaan Road, Edinburgh EH10 4SG





# Awkward facts of life

**Laurence Alster**

A high-contrast, black and white photograph of two people in skeleton costumes. The person on the left is wearing a full-body skeleton suit and holding a cane. The person on the right is wearing a skeleton bodysuit and a skull mask, with their mouth open in a grimace. They are standing in front of a crowd of people.

**Demonstrators in Greece protesting against nuclear power after Chernobyl. From Nuclear Safety to the Franklin Watts Issues series.**

with the help of the tobacco industry. The filtering process ensures that, contrary to our usual assumption, these books are *not* propaganda for the English Tourist Board or the Brewers' Society. They are cheap, well-produced and teachable. If you want to train people in the evaluation of evidence and an understanding of its sources, it would be very useful to use *Finding out about nuclear energy* together with Jim Eldridge's *Save Our Planet*.

For teachers the most valuable of all the books on the nuclear issue is the one with that title by J J Wellington. My worry is that the publishers' faith in it will be unfulfilled because people will take one look at the price

college to photocopy any part of the book for internal use. (Simple arrangements will tell you that, with a few exceptions, activity material on the history, the facts, the arguments and the questions of whether there can be atoms for peace without atoms for war, this book is the best buy of all. (Its fold-out binding is designed for ease of copying.) Every topic, military or civilian is included, up to Chernobyl, and the whole is preceded by a careful discussion of approaches to controversial issues in the classroom, and the question of nuclear level and age range, attitudes and emotions.) It is the best book in its field, covering an immense curriculum range, and I hope the schools will recognize its worth.

**Colln Ward**

0 19:913320 4 . £3.50

For an information copy, please write FREEPOST to Oxford University Press, Education Division, (VK8091), FREEPOST, Oxford OX2 6BR. Or ring 0865 58473 (24 hour service).

**Order inspection copies / fuller information NOW**

**W & R Chambers, FREEPOST, Edinburgh EH7 0LA**

*Human Rights* is an important addition to the Cambridge Modern World Issues series for older pupils. It is full of devastating case studies of the abuse of human rights around the world. Chapters on Latin America, the Soviet Union, Indonesia and human rights in the West will provide much thought for discussion. Great Britain is not excluded from this list. For example,

*Lifelines* is the third book in the Collins series of five: "a stimulating, coherent course in social and personal development for 11 to 17-year-olds of all abilities." It concentrates on the media, body shapes and sizes, and planning and organizing study time. The series is well designed with good illustrations and cartoons and provides the basis for starting and developing a personal and social education program.

# CHILDREN'S LITERATURE

An Ash-Blonde Whiteb. by Kenneth Lillington.  
Fober & Fober £5.95. 0571 14625 2  
Wise Child, by Monica Furlong.  
Gollancz £7.95. 0 575 04046 7.

Witchcraft might be considered a tacky subject for a children's novel. Not the witchcraft of folk tale, uncommonly wicked, and the greyer, more prominently sympathetic approach. Two recent books, *White Child* by Monica Furlong and *An Ash-Blonde Witch* by Kenneth Lillington, explore this area, but from very different angles. *White Child* is set in 17th-century Scotland (tons) as its setting, whereas *Ash-Blonde Witch* is set in a nebulous future, in a world gone conservation mad, where small pockets of civilization have been protected from any kind of "progress". What the two stories do have in common, however, is their portrayal of prejudice as a reflection to something sinister, misunderstood.

Perhaps, because of its futuristic setting, Kenneth Lillington's book is

the less credible. Sophie Margaret Oskroyd and her father have been sent to a conservation area to study the culture and sociology of its society (a kind of fairy-tale medieval community). One of the conditions of their visit is that they will in no way "contaminate" the group by introducing advanced ideas from their own culture. Sophie breaks this rule, with the best of intentions, and is branded a witch. She ends up being hunted along with the society's own traditional witch, and at the same time at odds with her own people.

*Wise Child* is much more believable, perhaps because of its historical setting which has a firm base in reality even if distant, but also because the author is herself more sympathetic. While one admires the author's knowledge of the Lullingtons, sending up his readers, one is never to doubt about Furlong's belief in the innate genuineness and goodness of her characters. *Wise Child* is sent to live with a *Cailleach* or white witch, when her grandmother dies, and she begins her apprenticeship. She learns the ways of herbs and the art of healing, and then she undergoes her first initiation on the path to becoming a true *Dorain*. During this ceremony she is anointed with herbal ointments and "influence," at least in her mind, under their influence. (There is also, one might feel, a little of the *Blade Runner* but there broomsticks and the triumph of mind over gravity are employed.)

When disease strikes the village, however, Wise Child and Juniper, her teacher, are blamed by the crazed Priest. Juniper, because she doesn't conform and Wise Child for supporting her. They are both arrested, and the Priest tries to trap Wise Child into condemning Juniper for being in league with the Devil. They are saved, at the last moment by Wise Child's secret ship, which carries them away in his ship to a new life on another island.

It is all so well portrayed, the hunting down of the individual who dares to flaunt convention, who holds different beliefs, regardless of whether or not they are harmful. It is a pattern which we can see being repeated even today. There is the same hunting in literature about "bourgeois values," and it seems sincere. There is an element of force, as though he were a little embarrassed by what he is saying about people:

In fact, the jackets of the two books sum up their different moods remarkably well: *Wise Child's* with its rondsset in a wreath of wild flowers, with two sombre 'Pre-Raphaelite-style' figures conjures up a sense of ageless magic and the high romance of Arthurian legend. *Ash-Blonde Witch* on the other hand shows a distorted blonde figure astride a broomstick, sailing over a misty landscape peopled with angry people straight out of storyland.

**Valerie Alderson**



## ARTS

## Television

## Convincing but not conclusive

In general, there is an end-of-season feel about television Equinox ("Hole in the Sky", Channel 4, September 3), reporting on aerosols and the ozone layer, managed to look and sound just like *Horizon*. This, in a series that has been remarkable for its apparent determination not to copy the didactic style of a BBC2 science documentary, I found seriously depressing. After an animated demonstration of the effects of CTC on the ozone atom, we travelled to Antarctica to meet a couple of American scientists who seemed unable to converse without the aid of an overhead projector, saw the launching of a weather balloon, studied some computer printouts and learned that the evidence is convincing, but not conclusive. The commentary was mainly in the historic present, in tense favoured by programme makers when they guess that the length or complexity of the material may exceed the audience's attention span or ability to comprehend it.

Film, in any case, uses an unavoidable present, which is one reason why a fascination with the decorative styles, clothes and hair fashions of the Forties seems morbid, particularly when you add the uniforms and other unpleasantness of Fascist Europe (*Mus-*

*shim*, BBC1, September 1-4, or the first episode of *Sins*, ITV, September 6). In *The Happy Valley* (BBC1, September 6) the setting was the decadent society of colonial Kenya. As it turned out, this was an absorbing reconstruction of the events surrounding the murder of Lord Errol (through the eyes of the young girl (Holly Aird) who had to carry the burden of the murderer's confession as well as an unendurable home life. But by the time it ended I had had enough of the Forties for one week, so I left the video watching *A Wreath of Roses* on ITV.

The makers of *Musshim* (BBC1, September 1-4) did themselves an injustice when they subtitled it: "The Untold Story", since most of what it showed could be authenticated from one source or another. It had the facts, but not much to say about them. Normally, two words are enough to tell you that power corrupts.

Paradoxically, the most forward-looking television of the week was *Clara Jarmain the Best Year* (BBC2, September 3), which followed the author of *The Best Years of Your Life* through 1986, the production of his play and the re-set to it. Jarmain, who is 22 and has suffered for eight years from cancer of the spine, was both perceptive and honest about his

illness, his feelings, his hopes and the reactions of others, and talked about them with the detachment of someone who has daily to come to terms with an impossible situation. He revealed a touching determination to keep photographs and other records of his life, and the programme left you sharing his sense of its value, rather than with a sense of waste.

"Joan Collins' *Sins*", ITV's publicity for its latest mini-series sounded libellous, but it was merely an invitation to simple another adaptation from one of those novels which have the title embossed on the cover. In fact, Miss Collins appears as a woman who sins rather less than the characters she is used to playing and, according to *TV Times*, wears "45 stunning costumes" in the six-hour series. This means, stunning us with a change of clothes on average every 4.2 minutes and, after a week of *Musshim* and *World Championship Athletics*, it was going to take stamina to keep up, especially as we also got a plot for our *Sins*. As if that wasn't enough, the same evening saw the return of *Howard's Way* (BBC1).

But amid the old movies and new minis, there are encouraging signs of more conscientious Autumn scheduling. *Best* (ITV, September 9) looks like an enjoyable story about a

wheel-dealer (Paul Nicholas) who goes bankrupt just as his marriage is on the verge of collapse, and has to deal with an embittered wife and violent creditors, as well as trying to make enough money to live in the only way he knows how. The BBC Classic Serial, *Vanity Fair* (BBC1, Sundays from September 14), promises (in brackets) everything you expect from the genre.

In contrast to the BBC, both Channel Four News and News at Ten on September 9 led with an update on the parents of Dewbury, pointing out that this was likely to be the most urgent matter on Kenneth Baker's desk when he got back from holiday. A question of race or of parental choice? This problem will not be resolved by sensational reporting. Jack Straw said, suggesting a misplaced confidence in the sense of responsibility of the popular press. Whatever one may think about some aspects of his news coverage, television can headline an issue of this kind without inevitably sensationalizing it. At least you feel they are trying to aim for the head, and not for the gut.

Robin Buss

## Radio Soap Sense

One of Radio 4's embarrassments is that it is the station of the south. While around 20 per cent of the population (aged over 16) listen to it something each week in, say, Kent, Sussex and Cambridgeshire, it reaches less than 10 per cent of listeners in Derby, Leeds and Humberside. (Its highest audience figures are in Oxford where 27 per cent listen during a week.) One of its strategies to break its own north/south divide is a new serial, *Citizens* - set in London.

This is not quite as dull as it sounds. The serial, already greeted as the yuppie soap, will tell the story of "five young people from varying ethnic and social backgrounds who meet at college". They include an Asian doctor from Birmingham, a Scot and Liverpudlian twins. Their rich landlord is East Anglian. The serial starts at the end of October and will be broadcast twice weekly on Tuesday and Thursday mornings (on Radio 4 and on World Service) with an omnibus repeat on Saturday evenings. Rumour has it that this repeat is to be more or less self-contained: you won't have to listen every week for it to make sense.

To set up any soap is to set up a target. If *Citizens* sounds a little more contrived than some, it may well find its style once it has been allowed a few weeks' run. Meanwhile BBC Drama Departments around the country continue to bring us the authentic sounds of the provinces. In many ways the sound effects were the stars of *Dal's Army*, produced in Cardiff by Adrian Mourby. While I could not always work out what was going on, I was convinced I was hearing the sound of salmon poaching.

The plays, a story of two wily old North Wiltshire, begun as if it were auditioning to be a sitcom comedy. One's immediate tendency was to complain it lacked pace and jokes. Instead it slowly grew into a subtle and moving play about the loneliness and fears of old age. Derrick's script was also a nice vehicle for John Alderton (an innocent Englishman, first their victim and later their accomplice) to prove that he can indeed act and is not merely good at pulling puppet faces in television comedy.

Well worth noting is next weekend's *Saturday Night Theatre* (7pm). The Fanny Mann by Mike Saut is an exotic Northern comedy set in 1923 in the world of Lancashire League cricket. It tells of handsome young Arthur, star of the team, and the attempts of his more intelligent, passionate wife to arouse his interest. "Arthur, do you need pyjamas on tonight?" "Well, it's nearly autumn." How she does eventually excite his ardour (and jealousy) makes a well-paced and often very funny play but this is far more than a typical Lancashire comedy. It explores quite subtly the potential conflict between hubris and hume and the frustrations of the emotionally articulate. Direction is by Robert Cooper.

Starting this Sunday afternoon (2.30pm) is another Radio 4/World Service joint venture. It is the second season of "Globe Theatre" which features plays from around the world. It opens with one set in Queensland and written by the Australian dramatist, David Williamson. In subsequent weeks there are works by the Brazilian, Alfreda Dias Gomes; by Tennessee Williams, Michael Frayn, Wolf Soyinka and Friedrich Dürrenmatt.

David Self

## Radio

## Young opera

Young orchestral players aim for the National Youth Orchestra, aspiring actors for the National Youth Theatre. But there is no obvious route to the professional stage for singers. Denis Coe, director of Cleveland Arts, saw a gap to be filled and this month launched Britain's first youth opera company with seven performances of Mozart's *Don Giovanni* in Newcastle and London.

At a time when many professional companies are in danger of closure the impoverished opera scene hardly seems to need another touring company. Yet Coe believes that the musical world will welcome the venture as a valuable training initiative for singers who, even if they are lucky enough to gain a place in a professional company, may have to wait several years before emerging from the chorus and a taking on a solo role.

The cast for *Don Giovanni* was drawn from music colleges and from the pool of young singers on the fringe of the professional scene. Selection was by audition. The musicians included players of school age and for many this was their first experience, not only of playing in the pit, but also of opera itself. British Youth Opera states openly its hope that the young cast will attract more young people to the opera house.

Denis Coe makes no attempt to disguise the fact that the first year has been difficult. Finding sponsorship has been a problem, and most of the money, which this year has had to cover both establishment and performance costs, has come from trusts. The Tyne Theatre has been particularly supportive, as has Opera North who lent costumes and props, and Newcastle University who offered its campus for the six weeks of intensive rehearsal.

*Don Giovanni*, though by no means undemanding, is an opera which is particularly suited to a young cast, dealing as it does with the preoccupations and passions of youth. Jason Howard, currently studying at the Royal College of Music, was a convincing and not wholly unlikeable lecher in the title role, while Leporello, despite inconsistent northern accent, injected plenty of life into the wily servant. The female roles were particularly well cast. Julia Parrott played Donna Elvira, too often stiff and harden-like, with sensitivity and Linde Sherratt was in powerful voice as the Imposition Donna Anna.

The ensembles were impressive, an aspect of Mozart opera which artistic director Peter Knapp, co-founder of the company and a distinguished interpreter of *Giovanni* with Kent Opera, deems crucial, and one to which the cast, having worked so closely together, has obviously responded.

Perhaps the greatest problem faced by British Youth Opera is public prejudice. "We need to convince audiences these young people really can sing," says Denis Coe, whose vision of the future includes BYO as a permanent establishment bringing opera to the north-east and regular employment for young singers. Now is the time for reappraisal of repertoire (would lesser-known operas be more appropriate?), of the timing of performance (would it be wiser to avoid a clash with the Proms?) and for the keeping fingers crossed.

Philip Davidson

For further details about British Youth Opera contact: Denis Coe, British Youth Opera, PO Box 12, Marton House, Borough Road, Middlesbrough, Cleveland TS4 2YP. Tel: 0642 213347.

## String genius

The Lindsay String Quartet present a festival, entitled "The Genius of Haydn", at the Wigmore Hall between September 12 and 20. Their aim is to celebrate the birth of the string quartet and their programme includes all Haydn's great string quartets from Opus 20 onwards, including the evening concert.

Timothy Ramsden

## RUNNING FOR BRITAIN



"Running for Britain" by Cath Tate, one of over 100 images of contemporary Britain to be seen in the exhibition State of the Nation at Coventry's Herbert Art and Video Film are strongly represented and a programme of artists' workshops in all media, for schools and colleges, accompanies the run of the exhibition. For Coventry (0203) 25555 Ext 2162.

## Role model

Henceforward, by Alan Ayckbourn, Stephen Joseph Theatre, Scarborough. Until October 31.

In the second act of Ayckbourn's 34th there is a very funny variation on the ten-year in *Pygmalion*, where the composer Jerome succeeds in making off a model (ie. android) as a real-life fiancée. He does this by persuading his estranged wife and a nanny from social services that he is fit to have custody of his daughter, last seen on a swing.

cause the real model (ie. actress) he had hired as his fiancée walked out when she discovered her every sob and moan was being secretly taped and used for Jerome's next synthesized musical composition. And the theme of the human and mechanical and the exploitation of people by the artist runs intriguingly through the play, for example in the varying references to the android as "it" and "she".

When he finds his daughter, four years on, Jerome is horrified to discover she has turned into a violent, sullen gangster who rules the streets in the savage city futureworld (fuzzy reminiscent of Peter Plannery's *Savage Amusement*) which Ayckbourn sets in motion. Unfortunately there is no

## Time barriers

Remembrance. By Derek Walcott, Aris Theatre. Cartains. By Stephen Bill, Hampstead Theatre. A Midsummer Night's Dream. By William Shakespeare, RSC Barbican Theatre.

The fourth annual Black Theatre Season gets off to a good start with *Remembrance*. "It is Remembrance Day," says a cub-reporter to Albert Jordan, "seven years after the revolution when your son was killed." This bald statement opens an interview with "one-jacket Jordan", retired schoolmaster, distinguished poet and short-story writer which slips in and out of 1970 and before to record a life fired by idealism, tempered by disillusionment.

In British-Colonial Trinidad Jordan taught the correct use of English; inculcated the wisdom of Blake, Macaulay and Thomas Gray. During the Second World War he fell in love with a WRNS officer, Esther. But for all his "Englishness" and her acceptance of his marriage proposal, he could "not cross over" (the race barrier) even for love. Esther, vivid in memory, seems resurrected in Anna, a drifting young American, who bumps accommodation in Jordan's home while his bible-thumping wife is absent. Like Esther, Anna dances for him; like her, she captivates him in his remaining son - a painter - whom he urges to flee Trinidad to escape the inevitable destruction of his artistic gifts.

By any standard *Remembrance* is a diffuse play touching on more ideas than can be developed in the two-hour traffic of the stage. Its three-wives create difficulties which director Carmen Munroe and actor Alfister Boin (Jordan) had not overcome by

the last preview (stronger lighting resources would have helped); and its dance episodes are embarrassing to watch. But such diffusiveness is rich in the hands of good actors enjoying their work. Corrine Skinner-Carter, richly comic and deeply moving as Jordan's wife, is notable among them arousing delight in a packed audience.

A packed audience of old-age pensioners (so it seemed) laughed incessantly at *Cartains*, an old-fashioned "problem play" rehearsing the arguments for and against Euthenasia. Perhaps it was rather near the knuckle - a daughter killing her 86-year-old mother to release her from incontinent senility. And, doubtless, the arguments need restating in a society which "strives officially to keep alive" those it emphatically exiles "senior citizens".

But Stephen Bill's original goes on at tiresome length with maddening repetition. Though his moulting characters all get their say through dialogue that faithfully echoes the broken-ended, question and answer small talk of everyday life, his treatment of their predicament seems in-credible. Gwen Nelson makes a strong impact as the octogenarian, Alfred Lynne's quiet performance shows up the artifice of some of his fellow players - all good jobbing actors. He asks: "Murder, mystery, suspense, 'dream-topping' - what more do you want?" Well, "the willing suspension of disbelief" for a start.

That we accord readily to Bill Alexander's lovingly inventive production of *A Midsummer Night's Dream*. An audience which seemed not to know the play followed its twists and turns with mounting excitement, roaring with delighted laughter at the antics of lovers and rustics, hushed by the magical poetry of Oberon (Gerald Murphy) and Titania (Frances Tomelty).

Alexander (assisted by Jill Jovett) sets the court scene in a make-believe world of chaste classical architectural forms. The enchanted forest is seen in outline on a far, high horizon. Its enveloping lightness played only by dim shafts of golden light which hold the actors in frozen motion, and by white follow-spots which isolate them as in a dream. The fairies are Bakst-inspired Arabesque creatures all silvered; the mortals, 1930s glitterati. In a splendid cast, all sharing the audience's joy in the play, Richard Easton's Bismillah-Theseus, Amanda Farrow's passionate Hermia, Kathryn Pogson's giggling Helena and (new to the cast) David Haig's beautifully unknown Puck are noteworthy. Jeremy Sams' music is an added pleasure in a production that wins on all points.

John James

Union Theatre for Children presents

## The Silver Sword

by Ian Serraillier  
adapted by Romy Robinson  
Director: R. 125  
12.26.01.1987

Charles Dance as D W Griffith in Good Morning Babylon

## History becomes myth

Comrades (PG)  
Curzon West End  
Good Morning Babylon (15)  
Lumière, St Martin's Lane  
Federico Fellini: a retrospective  
Barbican, September 18-30

Bill Douglas's *Comrades* stands out as one of the most remarkable films in a decade that, despite everything, has not been a bad one for British cinema. It succeeds, perhaps, against expectation a hymn to the Tolpuddle Martyrs, it avoids propaganda. It is photographed like a painting, but without indulging in any of the nostalgia or obsession with the trivia of the past that you associate with modern historical drama. Intelligent and imaginative, the narrative is unpretentiously "poetic": sometimes literally, through the unforced use of verse in the dialogue, or through other devices which help to make the film, over its three hours' length, an enchantment for the eye and for the mind.

*Comrades* is a lesson about our understanding of history: it starts with a skirmish that recalls Peterloo, 15 years before the Tolpuddle events. From then, the story itself is framed in the travels of a lanternist, an itinerant entertainer who plays the role of witness and, adopting different personae, illustrates the different aspects of the story. The film explicitly establishes a continuity between Griffith's work and the epics of early

of the six labourers and their world, the lanternist exemplifies the process by which history becomes myth.

The first two-thirds are set in England, while the last is a largely invented account of the six men's experiences after their transportation to Australia. Vanessa Redgrave and James Fox have cameo roles among the Australian élite and Robert Stephens, Michael Hordern and Freddie Jones represent the aristocracy, the liberal middle class and the clergy over here. But the six main parts are played by less familiar actors and nothing detracts from our belief that their faces and accents are the faces and accents of a native protest against injustice, in a work as English and as undogmatic as the Socialist tradition it records.

The Tavian brothers, Paolo and Vittorio, pay homage to a moment in the development of cinematography after the magic lantern, but they are also concerned with history, tradition and myth. At the same time, this is an obviously personal project, a film by two brothers about two brothers helping to make a film, suggesting the affection and intuitive understanding that goes into their work. Nicola (Vincent Spano) and Andrea (Joocun de Almeida) are sculptors who emigrate to the US and eventually find themselves building the sets for D W Griffith's *Intolerance*. The film explicitly establishes a continuity between Griffith's work and the epics of early

Italian cinema, and between medieval craftsmanship and the co-operative art of film.

*Good Morning Babylon* gives an enjoyable picture of Hollywood, with some effective moments, including an encounter between Griffith (Charles Dance) and the young men's father (Omro Antonutti). But the Tavianis are exciting partly because you fear constantly that they are about to go over the top, making every major scene in a spirit of bravado that defies sentimentality and exaggeration. The climax of *Good Morning Babylon* is so ludicrous that, in print, it could only be done for laughs. On film, they almost carry it off, which may be a tribute to their talent; but why do they take the risk?

Even in London, British audiences are given only sporadic opportunities to study Italian cinema: this year, for example, the National Film Theatre has not had a single season of Italian films (unless you count a Quardian Lecture by Francesco Rasi and a group of three works by Pasolini); so it is worth noting that the Barbican is about to hold a Fellini retrospective: three rare shorts and old 18 features, including *Vittorini*, *La Strada* and *La Dolce Vita* (though *The White Sheik* and *The Clowns* are still unconfirmed). It may be some time before you get another chance.

Robin Buss

## Theatre man

The Madcap Prince.  
Manchester Youth Theatre.  
The Untaming of the Shrew.  
Trafford Summer Drama Course.  
The Garrick Theatre, Altrincham, until September 12.

Richard Brown's direction of *The Madcap Prince* made best use of Manchester Library Theatre's tiny stage. The cast, all in grey, with occasional splashes of bright colour, sat on cushions against grey walls, slipping in and out of the action, becoming soldiers or customers to Mistress Quickly, becoming the sides of the boat that takes Henry to France. It was a method which ensured a steady pace to this compilation of three Shakespeare plays.

The aim of editor Oeofrey Sykes, for 22 years the youth theatre's director, was to present a workshop study of Prince Hal in his development towards and during kingship. Certainly participation gained valuable experience in making individual scenes effective in performance. The Shakespeare they all grasped confidently was the popular, below the belt - lusty and comic man of the theatre. Perhaps it was that very success which betrayed the fact that most of the cast were only begin-

ning to encounter Shakespeare as the arch observer of human turmoil. But at least it was clear that the encounter was healthily underway.

This year, Manchester Youth Theatre auditioned over 500 hopefuls for 200 places. The performances are something of a showcase and as such demand tough criticism. The objectives set by Trafford Education Authority are altogether different. While the competitive and ambitious aspects of most adult theatre are part of the Manchester experience, in Trafford all comers are welcome to the summer course, which for 10 years has been directed by drama adviser Garth Jones.

*The Untaming of the Shrew*, devised by Mr Jones with considerable contributions from Shakespeare, presents youngsters with an average age of 15 with their first chance to work closely on an Elizabethan text and to explore the themes in professionally supervised workshop sessions. The process is probably more important than the result, nevertheless the devised scenes I saw during rehearsals made for entertainment at least in the spirit of popular Shakespeare. Pupil Desmond Campbell has composed a West Indian rap based on the bard's words. The productions are sponsored by Ciba-Geigy plc and Ciba-Geigy Industrial Chemicals.

Judy Medwell

## Winning on points

Hugh David on London Festival Ballet's education programme

Too often, theatre "education departments" seem to do little more than function as adjuncts to the box office, bussing in parties of children to fill up rows of otherwise-empty seats. Seldom do you find one which more properly equates education with public relations and sets about explaining itself to every section of its audience - one like that attached to the London Festival Ballet.

In the capital for its annual summer season at the Royal Festival Hall earlier this month, the touring troupe has been showing off a wide and truly committed education programme as well as productions of *Coppelia* and *Romeo and Juliet*. Throughout their three-week stay, there were open days for the general public (one of which attracted more than 300 people), ballet workshops, backstage tours, concerts and classes. But, if these were exhausting enough for the dancers and technicians involved, they were also only the icing on a many-layered cake which is the LFB's Education and Community Programme.

Behind the scenes, as it were, the real work was being done in closed sessions. As part of the company's commitment to the City of Westminster, one of its principal funding bodies, there was a five-part course based on its work and considerable liaison with schools. The company's full-time Dance Outreach Worker Jane Somerville was also running a series of workshops for mentally handicapped adults.

Culminating in a visit to a performance of *Coppelia*, this began with four sessions at a Social Education Centre in Lisson Grove, London, and then moved into the Festival Hall. Miss Somerville introduced the group (of varying levels of ability and with ages ranging from 20 to more than 60) to all aspects of the work: the story of the ballet, costume and basic movement. Watching their final private "presentation" of high-lights of the story, it was impossible to imagine a more inspiring and worthwhile piece of educational work.

Far from being a one-off, however, this project was one of several long-term schemes with which the London Festival Ballet is involved. Similar work is undertaken in many of the towns and cities which the company visits. Three schools in Bristol will take part in ballet workshops prior to its arrival there in the autumn. In Bradford, where the Alhambra has housed the company since 1950, a two-pronged programme will involve parties of school-children next term and in the spring of 1988.

In October primary and middle schools will attend *The Nutcracker*. Then in April secondary pupils will have a chance to work on a project associated with Natalia Makarova's new production of *Swan Lake*. Book now to avoid disappointment - and see what real community work can achieve at the Festival Ballet's Day of Dance at the Bradford Alhambra on Sunday September 27.

Further information from the Education and Community Programme, London Festival Ballet, 39 Jay Mews, London SW7 2ES. 01-581 1245. 01-879 7648.

## MUSIC TEACHERS

Have you got your Chester Music Education Catalogue 1987-88? It's FREE and all you need to get one is either telephone 01-253 0447 and ask for one, or write to: Chester Music Education Catalogue, FREEPOST, LONDON EC1E 1GD. (no stamp needed). The catalogue gives details of titles for GCSE, school entrance, classroom work, singing, and lots more besides. Don't put it off - ask for your Chester Music Education Catalogue TODAY!

CHESTER MUSIC  
Chester Music Education Catalogue 1987-88  
New Chester Music Education Catalogue 1987-88



## RESOURCES

The tough question of opting out has been suspended over town and country hills all summer. The end of August left most local education authorities still in a state of uncertainty about how to respond to the DES proposals. This has not been their fault. With consultation documents still trickling through at the end of July, and most schools in England and Wales on holiday through August, there has been no possibility of consulting unions, headteachers, parents, or governors.

The implications of opting out are tremendous for the resourcing of schools. What, for example, is the relationship of an opted-out school going to be with the L.E.A. vis-à-vis equipment, teaching materials, library services, INSET, even the most basic requirements such as exercise books and paper?

Opted-out schools will be centrally funded, with a *pro rata* proportion of their authorities' education budgets based on pupil numbers, but the implications of this are still not clear. Unofficial discussions have been taking place in some authorities; others haven't even got that far. Anyway, until the legislation is in place and authorities know what will actually be constrained legally, and what will be left to their discretion, at best they're floundering. There's a certain amount of scepticism, even in the Tory shires, about the Secretary of State's awareness of the cost implications.

Durham's Director of Education, Keith Grimshaw, is more forthright. Although Durham's politicians have no published policy yet, he is pretty sure no opted-out school will get any favours from the city. All the economies of scale which maintained schools enjoy from Durham's competitive tendering of contracts, and discounts on equipment, would disappear. Schools would also lose their right of free access to INSET and to all kinds of formal and informal advice through the city's advisory schemes. Mr Grimshaw seems certain: "We wouldn't do it for free."

What happens, too, when the head turns up one morning to find the labs burned down? Getting on to Whitehall for help doesn't seem so straightforward when you're nearer Inverness than London. Hampshire, too, is concerned about insurance implications. At the moment, they carry their own insurance risk. Schools do burn down, and Hampshire carries the million or two for rebuilding. Opted-out schools would presumably forego this underwriting, and have to fork out their own premiums.

The other area which Hampshire



## Missing out?

If schools opt out from their L.E.A.s, what are the implications for their access to local resources? Jessica Saraga reports

feels particular to itself, is its music for which it is well known. Its peripatetic teachers might no longer be available to opted-out schools, nor might entry for their pupils into the schools' bands it supports. It's by no means alone in this kind of provision. The London borough of Sutton operates with similar success, and pays for its promising young musicians to attend Saturday sessions at the Royal Academy and Royal College.

The difference is that concessions in Sutton are available on parents' residence rather than through attendance at the borough's schools. But Sutton is only just emerging from the long trauma of attempted comprehensiveisation which floundered after the Government's re-election. Its Alliance council is waiting to see what will happen among its schools before deciding policy. Labour Derbyshire is doing the same. They all have their suspicions.

In the Inner London Education Authority they've had no indication of schools wanting to opt out, but the concern is far more with the possibility of whole boroughs opting out. At the

moment ILEA prepares and publishes its own learning resources which it sells at a discount to its own schools. It provides library accommodation to all its secondary schools, sixth form centres and teachers' centres, and staffs them with chartered librarians. It provides media resources officers with a support team to fill in their absence, so schools have continuous resources back-up.

No decisions have been made about what would happen to all this, or indeed about the more standard resource provisions which ILEA provides. Their commercial role as suppliers, though, won't be affected. They took over the huge GLC educational supply operation when the GLC was disbanded, but this had always traded on equal terms with any educational authority that chose to use it, and continues to do so.

Governors anywhere who consider opting out will have to be aware of all kinds of possible dangers. Finance will be hit by lack of access to the borough's educational welfare service, psychological service, school meals service, and legal and financial services.

Meanwhile, public discussions are hotting up. The Association of Metropolitan Authorities holds its Education Committee meeting on the subject this week; the Association of County Councils is beginning to gather in responses from its members. There's no indication of whether attitudes will divide on party lines. Will opted-out schools in Tory authorities get more concessions and other resources than locally than those in Labour or Alliance authorities? More than half the 46 councils in the Association of County Councils, anyway, like Hampshire, are hung. Perhaps the issue will be seen more as one of local versus central power, as that an opted-out school will get little support locally, whatever the colour of its uniform.

It's hard to believe that any educational authority is going to view the living off of its schools with equanimity. It's equally hard to believe many schools will see much advantage in opting out if the resources position is as crippling as it conceivably could be. There's a limit to the number of fetters and boot sales parents can hold, even in the most prosperous areas, and they're approaching that limit already.

Liz Swinden

## Nitty Nora

Head Lice: Detection and Treatment. Tape/slide presentation £34.95+VAT (£29.95+VAT for video format). Durwen Audio-Visual, Durwen House, Theobalds Park Road, Enfield, Middx EN2 9BJ.

Anyone who has not experienced the presence of head lice could be forgiven for thinking that they are something only "other people" get, or that eradication is the responsibility of health professionals like the school nurse. ("Nitty Nora" is what she was sometimes called and this is unfortunately what many people still associate with the job.)

Those of us who have had a visit from the little creatures know better. *Pediculus humanus capitis*, the human head louse, is still very much alive and on the heads of many pre-school and school-age children, but it is amazing how many parents still don't know what to do when their child comes home from school having been diagnosed as having nits.

If all parents of children starting school were shown this excellent tape/slide presentation and had their questions answered by the school nurse, they would be more informed and confident about how to deal with the problem should it arise.

The set of 43 slides with taped commentary takes us through the process of checking for head lice in the Jackson family, where daughter Sarah's hair is being examined at her weekly hair wash. We also see Sarah and her older sister Joanne having their hair treated with lotion.

The slides are up-to-date, clear and unambiguous. They were made with the advice of Joanna Wickenden, Health Education Adviser of the Medical Entomology Centre at the University of Cambridge and with the experience of the School Nurses of the Enfield Health Authority. They are simple enough to show to children, even quite young ones, but also highly suitable for groups of parents.

We're not going to stop children getting head lice, but we can do an efficient job of informing parents and children about how to deal with them. "Nitty Nora" must become a thing of the past, with more parents taking on the responsibility of checking their offspring for head lice.

Liz Swinden

## Last minute

Lessons at Short Notice  
By Gillian Pender  
£9.95 Ward Lock.

Head teachers, particularly, know what it is to walk into a classroom and start a lesson without actually knowing what it is going to be about. Materials which help solve this problem are always welcome, and this pack is particularly good.

It consists of an A4 pocket folder containing a 20-page teacher's guide and pad of 48 classroom worksheets for which copying permission is given. The 48 topics are diverse - ranging from "signs and symbols" to "what's on a stamp?" but in general they are interesting and will often shed a slightly different light on a topic which is covered elsewhere in the curriculum. One worksheet, for instance, shows a Victorian street scene in which the pupils have to find 10 anachronisms.

Of course some teachers, given the task of "covering" a class, relish the opportunity to exercise a skill or simply to read to the children. In an imperfect and busy world, though, all genuinely practical help will find its use, and this pack is worth the investment.

Gerald Haigh

## Next week

Barry Fox reports on the latest audio and video exhibits at the Berlin Radio

## Online

LABOUR-CONTROLLED Strathclyde Region, which educates 320,000 pupils - half of Scotland's future - has just signed an all-Scotland supply, putting the entire computer contract in jeopardy. Strathclyde's 1987/88 budget is £54 million over the guidelines (around 8 per cent on £1,000 million) so the government claw-back of £34 million has punitive effects.

Disappointed expectations for computer systems could seriously embarrass secondary schools offering Standard Grade Computing Studies - the new course which started in August to prepare pupils for their first exam in April 1989. Classroom activities require hands-on computing, and although the region averages around 10 micros per secondary, some have as few as three.

SHAREWARE is an approach to software distribution that stunts the notion of piracy on its head. Users are encouraged to copy discs for their friends, who - if satisfied - are invited to send a donation to the author, who thus saves the costs of marketing, distribution and discs. Documentation is usually on the disc, so you print it for yourself.

A variant in where donations are invited to a charity (how long before someone dubs this "charware"?). Apparently most people who receive shareware actually do send donations - a more positive view of human nature than hacking and piracy.

Psychobot is a splendid example: developed by Chris Reynolds for BBC Micro/Master, it offers "a psychedelic tour of the Mandelbrot set", including some of the most fascinating graphics I've seen on a micro. You can control colour, shading and timing, or sit back and watch a fractal fantasia which runs unattended. Copies can be obtained by identifying problems before solutions rather than the other way about.

The IT ESG scheme, first outlined in May, is part of a five-year plan for promoting IT in state schools in England (Northern Ireland has already started in this direction). Wales will follow soon; and Scotland has a different system; there's also £4.8m for non-advanced further education and £2.1m for computer-aided design training. The figures may not seem generous to hard-pressed teachers; they represent, after all, a great chunk of the year's total ESG funding for new

In the first of our weekly pages on computers and information technology, Eric Deeson calls for a consistent, national long-term policy

What should be the future place of information technology and computer studies in the school curriculum? Teachers should send their recommendations to John Foster, Director of the Microelectronics Education Support Unit.

Mr Foster invited views on such matters when he spoke at the annual MUSE conference, on the past and present roles of MESU - and how it expects to work with Government on the Information Technology in Schools Education Support Grant (IT ESG).

He spent some time on the story of MESU since his appointment a year ago. It is a tale which reveals a marked lack of concern about continuity in this area - the Microelectronics Education Programme closed its doors in April 1986, but few MESU staff were appointed to succeed them before last January. The organisation has tended to see its role mainly in consolidation of effort and dissemination of information; it has already started to build up useful information services and links with the local education authorities; it is now beginning to dole out some cash for development projects.

We can applaud this progress in view of MESU's late start and the fact that they have less money and fewer staff than MEP had, they have no regional structure, and they are determined to identify problems before solutions rather than the other way about.

The IT ESG scheme, first outlined in May, is part of a five-year plan for promoting IT in state schools in England (Northern Ireland has already started in this direction). Wales will follow soon; and Scotland has a different system; there's also £4.8m for non-advanced further education and £2.1m for computer-aided design training. The figures may not seem generous to hard-pressed teachers; they represent, after all, a great chunk of the year's total ESG funding for new



## Quids in?

projects. However, they require us to think urgently about what direction we should all be taking.

John Foster quoted Angela Rumbold's recent announcement of the scheme: "IT offers great potential to improve education (and should lead to) new learning opportunities that the micro alone can offer." How much that exploration can fit in with the moves towards a National Curriculum is a moot point, for the consultative document barely mentions IT. However, the Department of Education and Science seems determined to address its role across the curriculum.

So where should we be going as far as hardware is concerned? Local authorities must outline five-year plans by the end of this month in order to have a good share of the £8.5m set aside for hardware support. Is now the time to make the transition from the 8-bit system typified by the BBC

Micro, 380Z and Spectrum, or should we wait a little longer before moving into 16-bit technology?

We are told that the Government wishes to encourage MS-DOS compatibility, the use of C and Pascal, and applications software portability - all within an "open environment". They also want to see us move yet closer to keyboards in all classrooms: two per primary school and 14 per secondary school may be good but it is not enough. Agreed, but should we continue to demand lots of cheap little systems, or ask for fewer more sophisticated machines? Help to buy 1987 hardware will put more machines in schools, but it is also likely to produce yet more incompatibility.

As well as hardware support, the IT ESG will provide for several hundred floating advisory teachers, with the programme running from April 1988 to August 1990. These people are to be

subject specialists rather than IT wizards, so MESU will have a crucial role in helping ground them in new technology thinking as well as ensuring they have a wide and up-to-date understanding of method in their areas. MESU hopes to be able to support such work in only a few subjects at first - including music, geography, science, home economics, and control - as good applications here are already well advanced.

Local authority advisers will need to think hard and fast about this aspect of the IT ESG too. The advisory teachers will have to visit schools and set balls rolling (as well as talk with people outside their authorities) - but how much further dissemination can take place without further finance?

Any transition period needs careful handling. John Foster expressed what many of us have already found to be true - that the new GRIST (Grant-Related In-Service Training) scheme presents an awful paradox. It earmarks specific funds for IT training, but its new structures can mean significantly less opportunity for teachers to develop their expertise in practice. Funding for teachers to take part in activities like the MUSE conference now seems harder to obtain. Computing and IT teachers in many schools already carry a very heavy consultative role across the curriculum; they do so with inadequate timetable remission and inadequate technical support.

All the problems raised here follow inconsistencies in the Government's approach to the role of IT in learning. Now that MESU has found its feet, it is essential that it use its advisory function to the full, in order to produce a national long-term policy.

John Foster, Microelectronics Education Support Unit, Science Park, University of Warwick, Coventry CV4

## File o' facts

Ray Hammond on Apple's new 'HyperCard'

Apple has announced a piece of software that is destined to have far-reaching effects in education and in microcomputing as a whole. Called *HyperCard*, it marks a major step forward by Apple.

The Apple Macintosh computer, with its mouse, on-screen graphics and ease of use, has already changed the way that all other micros work, and now, with *HyperCard*, it is changing the way that all other micros work, and now, with *HyperCard*, it is changing the way that all other micros work.

For teachers, the single most important element of *HyperCard* is that it will allow them to write and create their own information-based programs without having to understand a single line of computer code. The drawback for British education is that at primary and secondary levels, there are as yet relatively few Macintoshes installed. American teachers are already building libraries of information for children with the *HyperCard* program.

*HyperCard* is supplied on four discs and can be best thought of as a database program that stores pictures, sound (music) and text. It is also a high-level operating system. After "desk-top" on which there are symbols representing "card index files" (hence the title).

The program is much more than an electronic Filofax, although for anyone inexperienced with micros this can make a good starting point. It is a joy to build a "stack" of address cards complete with phone numbers and then leave the "stack" available on screen while doing other tasks. It can then be searched in a split second for a name, part of a name, a number, a street etc.

The high graphic capability allows the user to add pictures to the file, and each card could contain a photograph of the person with the help of a scanner to "digitize" photographs. Using a supered-up version of the *MacPaint* program, *HyperCard* also allows the user to add sketches, bar charts and diagrams to cards coded in files. Thus both text information and visual

material are manipulated by the very fast and flexible search facility.

*HyperCard* itself is content-free software, but it is provided with many illustrations which suggest possibilities. One stack already in use in the USA is *Laura's Letters*, created for profoundly deaf children who need to learn the hand signals which represent letters of the alphabet. The child or teacher can call up any of the cards which show the clear drawings for the hand shapes by demanding the card which corresponds to the letter. Alternatively the stack can be slowly leafed through card at a time.

What Apple has done is to think about how a complete novice would like such a system to work and then use the high-power, friendly interface and fast speed of the 32-bit Macintosh to achieve it. "Card index files" can be created on any topic in *HyperCard* and they can include text, pictures or sound (including music). Without understanding anything about programming, music teachers could use the program to build a stack on Mozart's string quartets. They could use the music facility of the program to play the opening few bars of each concerto (using the mouse to select the notes from an on-screen graphic representation of the keyboard) and pupils could then leaf through the cards to hear the opening of each concerto, read background information about the time and place it was written and, if required, see a scanned image of Mozart or even a section of the full music manuscript.

In the botany class a teacher (or older pupils) could use the program to build a stack of information about endangered wild flowers and include a drawing and details of the species on every card. All or any of the stacks created can interact with each other if told to do so. This is a stock of information about wild flowers could interact with a separate stack of cards on insects and a pupil could cross-refer between the two.

This program has taken two years to write and will come free with all Macintoshes purchased from October. Existing Macintosh owners will be able to up-date their software for a nominal charge, said to be below £50 in the UK.

## Wheels. Just what the computer needed.



Because we'd like to show you our full range of latest developments (including the Nimbis PC-186, AX-286 and VX-386 microcomputer series) RM is taking to the road on a six-month tour reaching over 30 British towns and cities - and at each stop we'll be making a series of presentations and demonstrations.

If you and your colleagues would like to join us when we're in your area, you'll be able to see a wide range of powerful applications for all

levels of education. We look forward to seeing you! Please detach and complete this form or phone Sarah Hirst or Samantha Ford at Research Machines on Oxford (0865) 726370 (direct line) or 249866 (main switchboard) and we will send you details of the locations and dates.

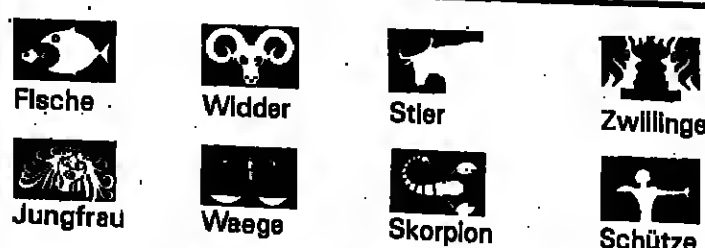
'87/88 NIMBUS ROADSHOW  
Research Machines Ltd  
Mill Street Oxford OX2 0BW

I/we would like to visit the RM Nimbis Roadshow

NAME: \_\_\_\_\_ POSITION: \_\_\_\_\_  
DEPARTMENT: \_\_\_\_\_  
ESTABLISHMENT: \_\_\_\_\_  
SECTOR: PRIMARY/SECONDARY/FURTHER/HIGHER/  
OTHER: please specify \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
POSTCODE: \_\_\_\_\_ TELEPHONE: \_\_\_\_\_

ELGIN ABERDEEN HUDDERSFIELD BRADFORD LEEDS

## notes



## Identical twins

Colin Russell reviews new GCSE packs for listening and speaking in French and German

Points Cardinaux "Listening" by Bridget Clements, Paul Standen "Speaking" by Antony Peck, Françoise Vassie "Orientation" "Listening" by Elke Jury "Speaking" by Antony Peck Prices are given for the French packs, with the German ones in brackets. "Listening": teacher's pack of pupil's book, teacher's book with repro masters £10 (£10); one C60 cassette £9+VAT (£9+VAT) Mory Glasgow Publications, Avenue House, 131-133 Holland Park Avenue, London W11 4UT.

If you still have money to spend on GCSE materials, then "the world in your oyster", and here are some particularly tempting pearls from Mary Glasgow: packs of speaking and listening activities, in both French and German, like identical twins, tailored precisely for GCSE (with reading and writing packs to follow next month). For your money, you get an ample supply of communicative activities involving pair- and group- work,

covering 12 topic areas suitable for all abilities; photocopiable repro masters; up-to-date language; very clear recordings (but which contain background noise, colloquial language etc to make them "authentic"); and plenty of advice on using the resources. With comments applying equally to both *Points Cardinaux* and *Orientation*, a more detailed look at the packs reveals how much thought has gone into them. First, "Speaking" GCSE packs need to be seen but if the two as yet unpublished ones are of this quality, then they all must have a very strong claim on your

FIRST WORLD WAR  
The First World War is the theme of this year's Young National Trust Theatre productions which are being staged at eight of the Trust's properties until October. All the houses are strongly linked with the period, some having been used as hospitals for wartime casualties. The children are divided into small groups, dressed up as servants, soldiers and villagers and are brought into the story by the actors playing the main roles. The charge is £2.50 a head which includes comprehensive background notes to enable classes to prepare fully for the visit in advance. Programme and booking forms are available from the Administrator, YNIT, 8 Church Street, Lacock, Wiltshire SN16 2LB.

CHILDREN'S BOOKS on TAPE  
CARBETTS CATALOGUE  
REVIEWS ALL MAJOR RECORDINGS FOR  
TEACHERS AND PUPILS  
DETAILS OF PRICES, PLAYING TIMES ETC.  
TERMS OF PURCHASE TO FOLLOW BOOK  
DISCOUNTS FOR LIBRARIANS  
T. BOURN & SONS  
100, NEWBURY ROAD  
BIRMINGHAM B15 2JL



Robin Buss on Schools Broadcasting 87/88 - ITV Schools moves to Channel 4... INSET comes to TV...



## Changing needs

Schools Television is 30 years old. In May, ITV celebrated the first service in Europe. From September, under a five-year agreement, its schools programmes are all being broadcast on Channel 4. Meanwhile, the BBC, which likes to stress that it supplied the first "national" service for schools, is marking its anniversary with a special programme on BBC2 September 14, giving a glimpse of early efforts.

They are not impressive. In 1957, people seriously questioned whether there was any place for the "idiot lantern" in the classroom and it was seen as a remote version of chalk-and-talk which might possibly prove useful in subject areas such as maths where teachers were in short supply. This year's maths programmes, like the

BBC's MI 10 or Maths at Work, illustrate how radically ideas of pupil response and involvement have changed. So, too, has the way in which teachers handle the medium.

The improvement has come partly in response to feedback. The BBC and ITV companies see themselves as "multi-media publishers", aiding teachers with a variety of auxiliary materials. They are also playing an increasing part in in-service training. From January, the BBC will be introducing INSET programmes on a range of subjects, and ITV is offering a similar service during the summer term. This new initiative, developed at the request of a DES/DfES consortium, is likely to be a continuing strand in educational television.

Because of the need to schedule

### Schools TV

programmes well in advance, television producers have always consulted closely with educational specialists and examiners, and, at the same time, seen themselves at least as responsive to changing needs and interests of young people. Programmes like *Scene*, the BBC series for 14 to 16-year-olds (Thursday, from September 24) or *Central TV's Choices*, for the lower secondary school pupil (repeated on Wednesday during the autumn term) are lively television, linking school to the world of work and leisure. *Scene* offers a programme on Aids this autumn, which concentrates on relationships, to show how young people

can cope with the threat of the disease. A short unit on Aids from Granada may also be inserted into this year's *Facts for Life* in the summer term.

Required to satisfy what may be conflicting demands of government, teachers and pupils, the television companies are offering a guarded response in proposals for a National Curriculum. Alvin Rogers, head of BBC Schools Television, fears that it might prove "a trap", obliging them to narrow their range. As far as GCSE is concerned, both services have been able to respond to the demands of new syllabuses, since they adopt a broad, assignment-based approach to such subjects as English, science and modern languages. There are new programmes in all these areas, which reflect the requirements of the GCSE boards as well as those of CPVE and TVET.

Yorkshire Television's new series on CPVE goes out from September 16 and will introduce students to negotiated study and modular courses.

For infant and primary schools, the new series from Yorkshire, *How We Used to Live* (Wednesdays and Fridays) dramatizes life in Britain between 1954 and 1970. Three computer-diskette games and decision-making exercises based on the series. There is computer software, too, for *Animals in Action* (from the summer term) and for *Centim's new Science - Start Here* (Mondays and Tuesdays). Schools using ITV software will need to have the new data-handling package, *KEY*, while the BBC's *Telesoft*ware service allows them to receive the text of teachers' notes via the micro.

The BBC's *Storytime* (Wednesdays and Fridays) is designed to promote active listening by pre-school children at home or in groups, and *Watch* (Tuesdays) celebrates its 20th birthday this year. Look and Read (BBC Tuesdays) follows an autumn repeat of "Dark Towers" with a new story, "Geordie Racer", for the spring term. *Picture Box* (Wednesdays and Fridays), from Granada, sets out to stimulate a varied range of creative activities, and there are new programmes in several other established ITV strands, including *Stop, Look, Listen* (Mondays and Thursdays), *Write*, *Read* (Thursdays and Fridays), as well as in the BBC's *Words and Pictures* (Mondays). For the upper primary school, the new BBC series *Who - Me?* gives children an insight into their feelings about personal issues. The autumn term on *Zig-Zag* (BBC, Mondays and Wednesdays) begins with the Vikings. The language development series *Waltair* is particularly suited to mixed ability.

The first software for primary schools was disappointing and both BBC and the ITV companies have answered demands for better materials. From the summer term, the BBC is introducing a series for middle schools on using the microcomputer, *Micro Mindstretchers*. For six to eight-year-olds, there is software to accompany the Thames series *Seeing and Doing* (Mondays and Tuesdays).

Middle English (Tuesdays and Wednesdays) is a series from Thames for nine to 13-year-olds, beginning in the autumn term with *Gene Kemp's play "Mr Magus is Waiting for You"*. Software for this programme, integrated with the books, allows pupils to

develop the stories in different ways. The BBC has also prepared new programmes for inclusion in the spring term's *Wondermuths* (Tuesdays) and *Neer and For, Now and Then* (Mondays). From the summer term a new unit on oral communication will be added to the BBC series *English Time* (Mondays), to start preparing lower secondary pupils for GCSE. *Whose mind?* (Thames is adding four new programmes on oral communication). The *English File* (BBC, Fridays) has achieved something of a scoop in its interview with Arthur Miller (October 23 and 30) where he talks about *A View from the Bridge*.

A number of English programmes include an element of media studies and the BBC has five programmes looking inside television (from September 22). For current affairs, its *Inside* (Mondays) will be introduced on September 24 and 28 with a two-part investigation of the coverage of the general election, then continues from October 22 with topical background to world events. Media studies teachers will also find a good deal of relevant material in such modern history series as the BBC's *History File* (Mondays) and Yorkshire's *How We Used to Live*. From the spring, the BBC is adding five new units on British social history to *History File* and will broadcast an important new series for lower secondary pupils, *Anti-Racism* (Tuesdays), getting them to consider the history of racism, its effects on society and how attitudes may be changed. Also in the spring term, *ITV's Social Studies* (Tuesdays) includes a unit on women, and there are programmes in *Believe It or Not* (ITV, spring) on *Justice and Fairness*.

World Studies (Thursdays) is a joint Yorkshire-Thames TV series on the Third World and the environment, partly adapting material bought in from the International Broadcasting Trust. The teachers' notes are intended to provide a stimulus for debate on the issues which are similar to those discussed in the BBC's *History File* on "The Developing World", to be broadcast in the summer term. Also in the summer, the BBC has five new programmes, *Update Europe*, for GCSE geography, while newly developed software for the Granada A Level series *Who - Me?* gives children an insight into their feelings about personal issues. The autumn term on *Zig-Zag* (BBC, Mondays and Wednesdays) begins with the Vikings. The language development series *Waltair* is particularly suited to mixed ability.

The first software for primary schools was disappointing and both BBC and the ITV companies have answered demands for better materials. From the summer term, the BBC is introducing a series for middle schools on using the microcomputer, *Micro Mindstretchers*. For six to eight-year-olds, there is software to accompany the Thames series *Seeing and Doing* (Mondays and Tuesdays).

Middle English (Tuesdays and Wednesdays) is a series from Thames for nine to 13-year-olds, beginning in the autumn term with *Gene Kemp's play "Mr Magus is Waiting for You"*. Software for this programme, integrated with the books, allows pupils to

... Responses to the National Curriculum ... GCSE requirements



## Finding your way

Despite its lower profile, radio remains a vital resource. "Television is there, and obviously there," says Graham Tavar, deputy head of BBC School Radio, "with radio, you've got to find your way to it."

Used in 92 per cent of primary schools and accepted by many adults as an aid to individual study, it may be neglected by secondary teachers unaware of how much young people listen to it. This is the audience that BBC School Radio has targeted with two new magazine programmes, *Mainstream GCSE* and *Wavelength Plus*, adopting an informal style and a varied menu of short items that can be slotted into a lesson. These are, or primary level, *The Australia Project* and *Whirligig*, the highlights of *School Radio* for the coming year.

*Wavelength Plus* starts on September 23 and offers 55 minutes of information on jobs, training, current affairs, science and technology, interspersed with music and chat for students in sixth-form colleges, FE and other centres. There will be a telephone link for advice and further information on jobs and courses. The same applies to *Mainstream GCSE* (from September 22). Designed to help students and teachers to tackle GCSE, it will deal with 13 subjects over the year, starting in the autumn term with biology, integrated science, music, English and history. A unit on coursework and assessment, with a phone link to exams, will be followed by a creative work and careers.

School Radio has adapted readily to the requirements of GCSE. In modern languages, the trend was already towards authentic language, based on the kind of material found in *La Parole aux Jeunes* (November 16-18) or *Horizons de France* (November 9-13). The new *Deutsches Magazin* (November 27) adopts a radio magazine format like the French series *Branebe-vous* (repeated, November 16-18). There are also repeats of *Authentic German* for GCSE (September 14-18) and the language awareness series *Patterns of Language* (December 7-11), as well as two new programmes for A Level: *Deutsch für die Oberstufe* (November 23-25) and *Volks de France* (Literature) (November 19 and 20).

In English, GCSE means an increased range of books and emphasizes themes and spoken language. For the autumn term, there are new programmes in all three English Resources series, the first (September 21 and 22) for lower secondary pupils, designed to stimulate work on plays and poetry while *English Resources 3* (upper secondary, September 23-25), explores themes relating writers to landscapes. The strand *English Resources 2*, also for upper secondary, falls into two parts: "People Speaking" (December 14-16) offers a stimulus for oral work and "Introducing" (December 14-16) will concentrate on books with a multi-cultural background. *Books, Plays, Poems* (September 14-18) presents five new programmes on short stories, and new work has been prepared for *Advanced Level English* (September 28-October 2) and *Drama Resources* (December 7-10).

Science: *Problem Solving* (December 14-16) offers a stimulus for oral work and "Introducing" (December 14-16) will concentrate on books with a multi-cultural background.

### School Radio

to stimulate a range of open-ended experiments, with activity sheets for photocopying included in the teacher's booklet. *Biotechnology* (November 30-December 2) is repeated, for more advanced students, while *Science for All* (September 14-18) caters for less academic pupils and is linked to a series of books.

The Australian bicentenary, as well as providing a focus for the year's broadcasting to primary schools, is the subject of two programmes for secondary level, "Whose 200th birthday is it?" and "In our own words" (December 17 and 18). There are some new programmes in *Advanced Level History* (September 14-18) and *History: GCSE Assignments* (October 5-9), and repeats of other series. But it is the contrasting geographies of Britain and Australia that feature in *Home or Away* (October 14-16).

Similar to last year's *China Project* and aiming to encourage a variety of imaginative responses, *The Australia Project* centres on 15 programmes for the upper primary school, broadcast between December 14 and 18. "Life in the Past" and "Life Today" are self-explanatory. "Books and Poetry" has suggestions for reading, an anthology of poems and a dramatization from a novel about three children on a 19th-century convict settlement. A book, *Kids Oz*, will be available from October, and there is a radiovision film strip, *Australia also provides topics for Earth Search, First Steps in Drama, Junior Drama Workshop, Together: An Assembly for Schools and Explor-*

## OFF AIR

I HAVE NO GUN BUT I CAN SPIT is the title of Kenneth Baker's anthology of satirical verse, published before he became Secretary of State for Education. You can hear him talking about it in BBC School Radio's *A Level English Programme* devoted to satire, on September 28 (Radio 4 VHF, 01.30am).

Mr Baker has some interesting tastes in satire. Rejecting *Spitting Image*, which he finds "crude", he goes for Milton, Kipling, Chesterton and even moderns like Howard Brenton and Monty Python, as well as the inevitable Pope, Swift and Dryden. He reads out some of the work he has anthologized.

Doubtless listeners will be interested to hear what sort of political satire Mr Baker chooses. Unfortunately, one extract you're unlikely to hear him reading is Bernard Levin's *Song of the Grunwick Pickets*, a rather peculiar poem about the 1976 Grunwick dispute which started when a group of Asian workers walked out of their jobs in a photo processing laboratory and sought union recognition. A long period of picketing followed.

Levin's odd view of events contains the lines, as read out by Mr Baker: "Bloody scabs, bosses' narks/Niggers out, long live Marx/Staff the blossom on the bowsmash the capitalist system

now." However, that part of the recording is unlikely to hit the airwaves. At the end of the interview Mr Baker appears to get literary cold feet. He tells his interviewer: "I wouldn't bother to put in the Bernard Levin thing... I read it out because it fell upon at the page."

THE NEW crop of anti-Aids posters and commercials are, we are told, "more hard hitting" than their much criticized predecessors. Australia, meanwhile, has taken a somewhat ghoulish tack with its anti-Aids films. One shows the black clad figure of Death grimly enjoying himself in a bowling alley, bowling not at skittles but at people.

THE HOME video market is still booming, and after a slow start BBC Video looks set to make a killing. Since last October, when many of the titles were re-released at £9.99, turnover has increased by over 250 per cent.

Now the plan is to release as many as 80 new titles yearly and to continue concentrating to a large degree on sporting videos, which accounts for 25 per cent of the current sales boom. Soon to be available, a four-cassette series of *Wild Life on One* and another about sitcom trains.

For the ultimate learned nostalgia, though, nothing can beat the forthcoming attraction of a cassette of the Fifties and early Sixties' children's television *Watch With Mother* series, organized in their original weekly running order. What was on Fridays? Was it *Bill and Ben* or *The Woodentops*? Can you remember? We can.

Nick Baker

THE ENGLISH PROGRAMME

## ORAL COMMUNICATION FOR GCSE

Starting Monday, September 14th 1987, at 10.30am

For further information, please contact: The Education Office, Thames Television PLC, 149 Tottenham Court Road, London W1P 9LL or contact your local ITV company.

A new year-round series for 8-11 year olds, starting on Monday, 14th September at 9.30am, repeated on Wednesday, 16th September at 9.52am.

ENVIRONMENTS provides detailed resource material for long-term *Environmental Studies* projects. Programmes in the Autumn term examine the environment of a *City Park* - its people, plants, animals and birds. This is followed by the *City Street* unit, about jobs, mapping, architecture and wildlife.

Subjects for the rest of the year are: *The Countryside* - Spring term, *Fair Isle* - the ecology of a small island and *Pond Life* - Summer term.

For further information please contact: The Education Office, Thames Television PLC, 149 Tottenham Court Road, London W1P 9LL. Tel: 01-387 9494. Or contact your local ITV company.

## A LIFELINE ON GCSE



## GET IN THE MAINSTREAM

BBC School Radio is ready for GCSE. Ready to support you with MAINSTREAM GCSE. An up-to-the-minute resource that looks at GCSE practice at its best. In schools right across the country. In subjects right across the curriculum. Starting with Biology, Science and Music.

MAINSTREAM GCSE - produced by BBC School Radio with the advice and support of the Secondary Examinations Council. As a magazine which you can record and use when you want. Backed by SEG support material - now in all schools.

MAINSTREAM GCSE Tuesdays 2.25 - 3.00 all through the year

## PLUS SCIENCE FOR ALL

A radio/cassette/workbook package for the less academic 14-16 year-olds. That they can relate to everyday life. Another GCSE tool. Daily 14 - 18 September 2.30 - 2.50

## AND LISTEN OUT FOR

BBC School Radio's Series supporting GCSE studies in English, Drama, History, Geography, Religion, Modern Languages and the Sciences

PS - A free set of leaflets covering all the subjects mentioned in this advertisement, as well as Vocational, 16+, careers and training, and Help Yourself broadcasts is available from BBC School Radio, Room 209, 1 Portland Place, London W1A 1AA

School Radio

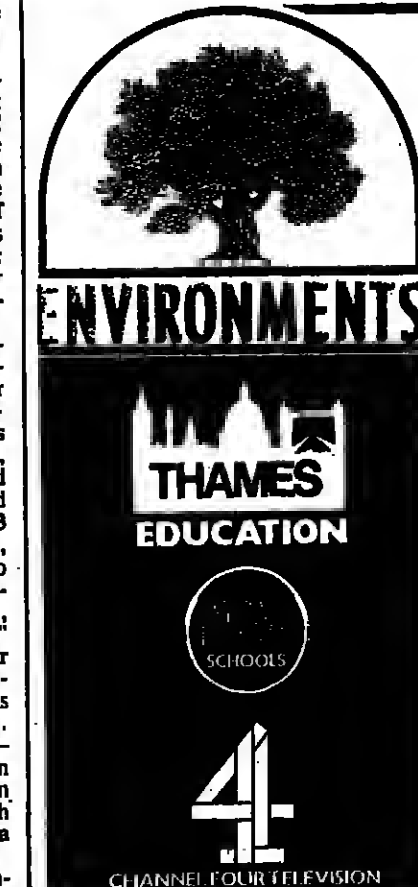


EDUCATION

More information from BBC Education, London W5 2PA. Tel: 01-991 8031 (24 hours)



VHF-FM





# Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

## Appointments vacant

Nursery Education	42
Headships	42
Deputy Headships Senior Master/Mistresses	42
Other Appointments	42
Primary Education	
Headships	42
Deputy Headships Senior Master/Mistresses	47
Heads of Department	50
Scale 2 Posts	61
Scale 1 Posts	62
Remedial and Special Needs Teaching Posts	65
Middle School Education	
Deputy Headships Senior Master/Mistresses	65
Remedial and Special Needs Teaching Posts	66
Craft Design & Technology	66
English	66
Music	66
Physical Education	66
Science	66
Other than by Subjects	66
Secondary Education	
Headships	66
Deputy Headships Senior Master/Mistresses	68
Remedial and Special Needs Teaching Posts	68
Art and Design	71

Careers	71
Commercial Subjects	71
Computer Studies	72
Craft Design & Technology	72
Economics & Business Studies	72
English	73
Geography	74
History	74
Home Economics	74
Humanities	74
Mathematics	74
Modern Languages	76
Music	77
Postural	78
Physical Education	78
Religious Education	79
Rural Science	79
Science	79
Social Studies	81
Speech and Drama	81
Other than by Subjects	82

Sixth Form Colleges	
Deputy Headships Senior Master/Mistresses	82
Heads of Department	82
Scale 2 Posts	82
Scale 1 Posts	82
Multicultural Education	82

Special Education	
Headships	83
Deputy Headships Senior Master/Mistresses	83
Heads of Department	84
Scale 2 Posts	84
Scale 1 Posts	84

Appointments in Scotland	85
Independent Schools	86
Headships	86
Deputy Headships Senior Master/Mistresses	86
Remedial and Special Needs Teaching Posts	86
Art and Design	86
Careers	86
Classics	87
Computer Studies	87
Economics & Business Studies	87
English	87
Geography	87
History	87
Home Economics	87
Humanities	87
Mathematics	87
Modern Languages	87
Music	87
Pastoral	87
Physical Education	87
Religious Education	87
Science	88
Other than by Subjects	88

Preparatory Schools	
Headships	88
Art and Design	88
English	88
History	88
Music	88
Physical Education	89
Science	89
Other than by Subjects	89

Colleges of Further and Tertiary Education	
Directors and Principals	89
Heads of Department	90
Other Appointments	90
Colleges and Departments of Art	
Other Appointments	95
Polytechnics	
Other Appointments	95
University Appointments	95
Research Posts	96
Fellowships, Studentships and Research Awards	96
Service Colleges	96
Colleges of Higher Education	96
Other Appointments	96
Adult Education	97

Youth and Community Service	97
Overseas Appointments	99
Administration	99
Local Education Authority	101
Administration General	106

Educational Psychologists	108
Tuition	111
School Health Service	117
Awards and Scholarships	111
Examiners	117
Librarians	117
Miscellaneous	118
Peripatetic Posts	118
Outdoor Education	119
English as a Foreign Language	119
English as a Second Language	119
Appointments Wanted	111
Educational Courses	111

Please address classified advertisements to: John Ledbrook, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX. Single Column £2.42 per line (min. 3 lines). Classified Display £13.85 per s.c. (min. 9.5cm x 2 cols £263.15). Box number facility £5.00. All rates are exclusive of V.A.T. Copy deadline (except permit line) Monday preceding Friday of publication. Corrections deadline 10.30am Tuesday preceding Friday of publication. Cancellation deadline 4.30pm Monday preceding Friday of publication. All advertisements are published subject to the Terms and Conditions of Times Newspapers Ltd. (available on request).



## Buckinghamshire County Council

### HEADSHIPS

ST THOMAS AQUINAS RC COMBINED SCHOOL, St Mary's Avenue, Blechley, Milton Keynes, MK3 8DT. Group 5. Practising Roman Catholic teacher required for the Headship of this well established school.

HAVERSHAM COUNTY FIRST SCHOOL, Haversham, Milton Keynes, MK19 7AN. Group 1. This is a pleasant village school with approximately 32 children on roll.

### DEPUTY HEADSHIPS

ST MARY MAGDALENE RC COMBINED SCHOOL, Ardwell Lane, Granville, Milton Keynes, MK12 8AY. Group 6. Practising Roman Catholic teacher required for this developing school.

SPRINGFIELD COUNTY MIDDLE SCHOOL, Springfield Boulevard, Springfield, Milton Keynes, MK9 4HW. Group 5. An exciting and challenging opportunity to join a highly committed team.

COLO HARBOUR CE COMBINED SCHOOL, Highland Close, Blechley, Milton Keynes, MK3. Group 5. An exciting opportunity for a teacher wishing to take on a major role in curriculum development across the 5 to 12 age range.

GERMANSBURY PARK COUNTY FIRST SCHOOL, 1 Garmender Place, Garmansbury, Milton Keynes, MK14 7DU. Group 5. Caring, experienced teacher to accept a major share in the school management and organisation.

GREENLEYS COUNTY MIDDLE SCHOOL, off Marston Lane, Wolverton, Milton Keynes, MK12 9DE. Group 5. Experienced teacher committed to Primary ethos.

WELLSMEAD COUNTY MIDDLE SCHOOL, Farfar Drive, Blechley, Milton Keynes. Group 5. Well qualified experienced teacher for this established Middle School.

PEPPER HILL COUNTY FIRST SCHOOL, Kingfold, Bradville, Milton Keynes, MK13 7BD. Group 4. Teacher with good organisational and leadership skills required for this established First School.

MOORLAND COUNTY FIRST SCHOOL, Maslin Drive, Seanhill, Milton Keynes, MK8 4ND. Group 3. Teacher with a flexible approach and experience of the whole 5-8 range.

All posts are available from January 1988. First Schools cater for the 5 to 8 age range, Middle Schools 8 to 12 and Combined Schools 5 to 12. Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.

Application forms and further details are available from the Education Officer, A Fleck BA, at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes, MK8 2BE, on receipt of an A5 stamped addressed envelope. (03291)

## BROMLEY THE LONDON BOROUGH

HAYES PRIMARY SCHOOL  
George Lane, Hayes, Bromley, Kent BR2 7LQ  
Tel: 01-462 1769

For January 1987, Headteacher Group 5. Applications are invited from suitably qualified and experienced teachers for the above post.

The vacancy arises from the promotion of the present headteacher after four years service as Headteacher.

The school possesses a village atmosphere and is an important part of Hayes Village, with attempts being constantly made to extend and strengthen links within the community. The school has extensive playing fields.

As a place to live and work, the London Borough of Bromley has unique benefits, being situated on the south-east edge of London combining the pleasures of rural countryside with the convenience of being close to the country's capital.

Relocation expenses will be available in certain approved cases.

Application forms and further details available from and returnable to the Director of Education, The Town Hall, Tweedy Road, Bromley, Kent, BR1 1SB by September 24th 1987.

An Equal Opportunity Employer. (03981)

LONDON BOROUGH OF SUTTON

Applications are invited for the Headship of:

Kenley JM&I School, New Barn Lane, Whyteleafe, Surrey, CR3 0EX.

Group 4

Tenable from 1st January 1988

Application forms and further details obtainable from the Director of Education (TAS) Taberner House, Park Lane, Croydon, Surrey, CR9 1TP. Telephone Mrs. Shelagh Crawford on 01-760 5448.

Closing date for applications 28th September 1987. Reasonable removal expenses will be reimbursed. (03291)

CROYDON EDUCATION

ST ANNE'S R.C. PRIMARY SCHOOL, Redbridge, Orpington, Kent BR6 8PT. Group 5. An Equal Opportunity Employer. We are seeking a suitably qualified and experienced teacher, who is a practising Catholic, to replace Mr. John Teague who is retiring. The school, which is a voluntary aided school, has a strong musical and sporting ethos. An Equal Opportunity Employer. (116331) (11010)

WARRINGTON DISTRICT

Applications are invited for the post of

Head Teacher

from January 1988. The post is for a teaching Head with a well integrated staff of 2.4, used to working as a team in an open plan with vertical streaming. Applicants should have a commitment to child centred learning and the involvement of parents in the school. The Governors are anxious to appoint a Head Teacher who would be willing to participate in village affairs and to carry on some of its established traditions. Application forms and further details available from and returnable to: District Education Officer, Warrington District, Priestley House, Senkey Street, Warrington, Cheshire WA1 1PH. Closing date: 26th September 1987. (057041)

## PRIMARY HEADSHIPS CONTINUED

### EDUCATION

#### PRIMARY

### HEADTEACHERS

Group 4 + 3 P.S.

Experienced and committed Catholic teachers for the following schools:

Sacred Heart R.C. Primary School, Earlsbury Gardens, Birchfield, Birmingham B20 3AE. Tel. 021-356 4721.

St. Chads R.C. Primary School, Hospital Street, Birmingham B18. Tel. 021-355 8954.

Both are one form entry Voluntary Aided Primary Schools for children aged 4-11 years, with approximately 200 pupils on roll.

You will have demonstrated appropriate primary school experience, clear school management potential, and a particular understanding of the needs and aspirations of pupils of a variety of different ethnic origins and will be expected to take up the appointments at the beginning of the Spring Term 1988. You will be required to accept the terms and conditions as set out in the Catholic Education Council's contract.

Application forms and further details from the Chairman of Governors, c/o the schools. Closing date 28th September 1987.

The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability.

Application on forms and further details are available from the Education Officer, A Fleck BA, at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes, MK8 2BE, on receipt of an A5 stamped addressed envelope. (03291)

Birmingham

The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability.

Application on forms and further details are available from the Education Officer, A Fleck BA, at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes, MK8 2BE, on receipt of an A5 stamped addressed envelope. (03291)

Headteacher Group 5

ST CECILIA'S R.C. PRIMARY SCHOOL  
London Road  
North Cheam, Surrey

To commence duties on 1st January 1988.

There are approximately 330 pupils on roll aged 5 to 11.

Applicants for this post should be practising Catholics.

Further particulars and application form obtainable from and returnable to the Director of Education, The Grove, Carshalton, Surrey SM5 3AL.

Closing date: 25 September 1987.

An Equal Opportunity Employer. (03981)

LONDON BOROUGH OF SUTTON

Headteacher Group 5

Required for January 1988 following the retirement of the present Headteacher, Miss J. M. Collard.

Wykeham Infants School (Roll 255)  
Rainford Way  
Hornchurch RM12 4BP

HEADTEACHER GROUP 5  
Required for January 1988

Deme Tipping C. of E. J.M. & I. School (Roll 80)  
North Road  
Havering-atte-Bower  
Romford RM4 1PS

HEADTEACHER GROUP 2  
Required for January 1988 following the promotion of the present Headteacher, Mr. R.M. Smith to a larger headship within the Authority. Previous applicants will automatically be reconsidered.

For the above vacancies — Applications and further details are available (see please) from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford, RM1 3DR.

Closing date: 24th September 1987

Previous applications will automatically be reconsidered. (17481)

Havering

For the above vacancies — Applications and further details are available (see please) from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford, RM1 3DR.

Closing date: 24th September 1987

Previous applications will automatically be reconsidered. (17481)

Havering



## EDUCATION DEPARTMENT

### PRIMARY VACANCIES

ST. PAUL'S C.E. PRIMARY SCHOOL, Huddersfield Road, Stalybridge. Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5 School.

### DEPUTY HEAD TEACHER POSTS

ST. PETER'S C.E. PRIMARY SCHOOL, Oxford Street, Ashton-under-Lyne. Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this Group 4 School.

MOORSIDE PRIMARY & NURSERY SCHOOL, Market Street, Droylsden. Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this Group 8 School.

### MAIN SCALE TEACHERS ADVISORY AND SUPPORT SERVICE CO-ORDINATOR FOR MOTHER TONGUE TEACHING

Main Scale plus £1,002 allowance

Applications are invited from one or more South Asian Languages for this newly created post within the Multicultural Education Support Team. The postholder will co-ordinate the Authority's initiative for teaching community languages within secondary schools and will provide advice and support to community-based mother tongue schools.

Application forms and job descriptions are available from and returnable to The Director of Education, Tameside MBC, Staffing Division, Council Offices, Wallington Road, Ashton-under-Lyne, Tameside, OL9 8DL. (Telephone 081-344 3235). Closing date 25th September 1987.

ST. RAPHAELS R.C. PRIMARY SCHOOL, Huddersfield Road, Stalybridge. An Infant/Junior teacher is required to commence as soon as possible. Must have a Catholic Teachers Certificate. An ability to play Piano well would be an advantage. Applications by letter to the Chairman of Governors, The Presbytery, Huddersfield Road, Stalybridge, as a matter of urgency.

### PRIMARY/SECONDARY MODERN LANGUAGES P.R.I.S.M.

A teacher of French is required to cover a period of Maternity Leave commencing 9th October 1987 for the Tameside P.R.I.S.M. scheme. The teacher will be based at Coppley and Longdendale High Schools and will work with First Year Secondary Classes and Top Junior Classes at nearby Primary Schools. Primary training and experience is not essential. A car is essential.

Applications by letter to the Director of Education, Tameside MBC, Staffing Division, Council Offices, Wallington Road, Ashton-under-Lyne, Tameside, OL9 8DL, as a matter of urgency. Please include the names of two referees.

AN EQUAL OPPORTUNITY EMPLOYER

## LONDON BOROUGH OF HAVERING

### HEADTEACHERS

Squirrels Heath Infants' School (Roll 276)  
Salisbury Road  
Romford, RM2 6TP

HEADTEACHER GROUP 5  
Required for January 1988 following the retirement of the present Headteacher, Miss J. M. Collard.

Wykeham Infants School (Roll 255)  
Rainford Way  
Hornchurch RM12 4BP

HEADTEACHER GROUP 5  
Required for January 1988

Deme Tipping C. of E. J.M. & I. School (Roll 80)  
North Road  
Havering-atte-Bower  
Romford RM4 1PS

HEADTEACHER GROUP 2  
Required for January 1988 following the promotion of the present Headteacher, Mr. R.M. Smith to a larger headship within the Authority. Previous applicants will automatically be reconsidered.

For the above vacancies — Applications and further details are available (see please) from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford, RM1 3DR.

Closing date: 24th September 1987

Previous applications will automatically be reconsidered. (17481)

Havering

For the above vacancies — Applications and further details are available (see please) from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford, RM1 3DR.

Closing date: 24th September 1987

Previous applications will automatically be reconsidered. (17481)

Havering

For the above vacancies — Applications and further details are available (see please) from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford, RM1 3DR.

Closing date: 24th September 1987

Previous applications will automatically be reconsidered. (17481)

Havering

For the above vacancies — Applications and further details are available (see please) from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford, RM1 3DR.

Closing date: 24th September 1987

Previous applications will automatically be reconsidered. (17481)

Havering



















The Goldsmiths' Company travelling bursaries for secondary school teachers

# Way out East on a golden grant

ROGER WHITING

I was 5 am one morning in February, 1984, that I found myself picked up bodily and stood on my head. Unprepared the contents of my pockets fell around me in disorder. How would I ever get myself upright again? I need not have worried for after a while the bare-chested man reversed me. He then bound my legs up with straps and convinced me round two chairs. The ordeal over, he expressed amazement on discovering how old I was! So began my asana yoga lessons at the Sivamind Divine Life Society Ashram, a Hindu retreat centre, nestling at the foot of the Himalayas by the boulder-strewn banks of the holy Ganga. This incident was one of many which I was to experience in the following months.

For a quarter of a century I had been teaching history, politics and world religions at King's School, Gloucester. In my spare time I had chummed out a number of books, research papers and magazine articles. The net result was on the one hand a run-down classroom back and on the other a potential freelance writer. One day the staff-room noticeboard provided me with the chance to resolve the split in my personality and decide where my future lay. A notice announced the annual Goldsmiths' Company travelling bursaries for secondary school teachers with not less than seven years' teaching experience who could submit something worth while to do for six months. The teacher would get a sum which would not normally exceed £2,500 and the school up to £4,000 for a supply teacher. Selection was by interview. It was entirely up to applicants to choose what they wanted to do. Six to ten grants are made each year.

In due course I had a stiff interview by three people representing the Company, the teaching profession and industry. I wanted to live in religious establishments in the Far East to write a new edition of my *Religions of Man* book. While most applicants stay in one country, I aimed to travel through India, Sri Lanka, Hong Kong and Japan to experience Hinduism, Sikhism, Buddhism, Taoism and Shintoism. I had visited Islamic countries earlier on and was to visit Israel later. I proposed finishing at the Multi-Faith



Roger Whiting with a senior monk at the Zen temple in Kyoto, Japan

Resource Centre, Birmingham, to visit religious centres in the area to relate my experiences to their application in Britain. Contacting religious centres in the Far East was a difficult task which occupied me for some months before I set off.

First stop was the holy city of Benares (Varanasi) to stay at the Benares University to study the pilgrimage routine. I joined in an all-night Hindu wedding starting with the procession of nudes carrying neon "candles" - powered by a portable generator - which led the golden-robed groom on horseback to his wedding feast. I never saw the bride's face as her veil was only to be lifted by her husband on their "Golden Night".

Reaching Haridwar, another Ganges holy centre, before dawn the train's ticket collector insisted I stayed at his one-room house free of charge in exchange for buying raffle tickets. If he won this would enable him to take his wife round the world, a trip he had already done once staying with the foreigners he had befriended. He assured me his wife would do the cooking when they visited me. No sign of them yet!

I went to Sri Lanka to try the life of a yogi - a trainee Buddhist monk - at the Vipassana Meditation Centre near Colombo. My cell had a coconut mat on the stone floor for a bed. It was so hot that I wore nothing except the white sarong and shirt I was told to do. So I clutched the knotted sarong as I followed the monks to dine lest I fell down and revealed all to the villagers who bowed us in to the daily feast they provided. Luckily I did not eat a stalk thing I was given one day. The Canadian ex-stockbroker monk in the next cell told me it was a tooth-brush! I thoroughly recommend the meditation course there. Women are welcome and housed separately.

After further studies of Buddhism I took a break at the seaside resort of Hikadawa. Arriving in Hong Kong I had hardly had a full night's sleep at the YMCA when the Revd Tim Yau

telephoned to say he was coming for a working breakfast. Dazed and tired I met the man I was to nickname "Tycoon Tim". Smartly dressed and wearing a Taoist Yin-Yang tie he swept me off to the smartest hotel and then off in his chauffeur-driven limousine for the day. A visit to his temple which was alive with people included a thorough study of funeral rites and all the paper accoutrements from shoes to car which must accompany the deceased. Tim was priest, businessman, newspaper columnist and local councillor and his cool calmness said much for his faith's claim to show one how to live with the flow of life. He has twice been to Gloucester since then.

On a day's outing to Macau I was picked up by a curious character who showed me Vietnamese refugee camps and other sights before treating me to a drink in what must have been a high class brothel. I had just time to catch my hovercraft after swallowing the drink and gazing at the girls behind the glass screen.

In Japan I stayed at the impressive Tenri City which was built solely as the centre of a 19th-century faith-healing sect, Tenrikyo. Its founder declared man was created there from an ore (Japanese for which translates "to push in the night"). I witnessed faith healing done by a black-robed priest and was greeted by a trainee priest who said he had just finished his doctoral study of English football hooliganism at Oxford.

At Nagayo University I was faced with five men in cowboy shirts, smoking cigars and watching James Bond on TV. They turned out to be an international group of Jesuits with doctorates galore to their names. For a week I was tutored in Japanese Buddhism and Shintoism in return for giving a lecture to first year students.

Arriving at Chionin Pure Land Temple in Kyoto an aged priest greeted me with the words, "Me Japanese soldier, Singapore. You now friend." He insisted I joined his cronies in a communal bath and brought me endless gifts of food and drink. The priestly robes worn on Founder's Day would have made the canons of Gloucester green with envy! Girls from the Buddhist

University translated for me. When I left for a Zen temple, my chief girl said, "I cannot go there. No problem, they speak body language." After a moment I realized she meant "sign language".

Two teenage schoolboys "bonded" in the Zen temple, going to school before returning to don monks' robes afterwards. They were made to keep the rules rigorously. With them I scrubbed the floors at 6 am after doing my meditation. The senior monk decided to give me the experience of the *keisaku* stick on the shoulders. He was so impressed by my stillness that he had the both filled with green water for me.

Attendance at a magnificent Shinto festival and on examination of the Togata shrine to the phallus completed my circuit back to Tokyo. There I regularly went to the Com'inn Club where Japanese practise their English. They were delighted to talk to a genuine Englishman instead of endless Australians. Then home to England and my classroom. Now, three years later, I have taken the plunge and gone freelance, leaving a younger man to face GCSE. While I had found a solution to my "dual personality", other scholarship winners have not doubt renewed their teaching efforts with new vigour. My thanks to the Goldsmiths' Company.

Footnote: Candidates must be secondary teachers who have taught for not less than seven years and be under 55 years of age. Applicants to The Clerk of the Goldsmiths' Company, "Travelling Grants", Goldsmiths' Hall, Foster Lane, London EC2V 6BN by January 1st each year following the advertisement must submit a curriculum vitae, recent subjects have been: Horizontal windmills in Eastern Iran; Japanese open-air museums; Captain Cook's Pacific voyages; keyboard instruments in European musical museums; volcanoes in Peru; comparative water colour sketches of ports on North Sea coasts.

Roger Whiting is now a freelance writer, lecturer and traveller and author of *Religions of Man* published by Stanley Thomas and Hulton Ltd, 2nd edition, 1986.

mountain in Japanese and that is why Fuji is often called "Fuji-san", or "Fuji-yama" with "yama" meaning mountain (nisi). Ash spewed out from Hoei-zan and covered the capital, called Edo in those days, to a depth of six inches.

Hoei-zan, 8,864 feet, was as black as split ink against the patchy low cloud that hung wispily in the valleys below. I could make out areas of coniferous trees planted in angular blocks on its slopes, and then a huge area, lighter in colour, along Fuji's southern flanks. This is a kind of tableland that was denuded of its forest cover when Hoei-zan erupted. Today it is an area of open moorland used by the Self-Defence Force as a training ground for its troops, tanks and jets. Beyond that were swales of lights from towns and cities on the Pacific seaboard from Tokyo to Osaka, part of the most dynamic industrial region on earth.

It had taken me four hours to reach the crater rim from where I had left my car at the roadhead. The trails are steep, but easy to follow. If you are reasonably fit, a steady plod will get you to the top. Reached into my rucksack for a sweater as the chill wind at the top quickly nullified the body warmth from my exertions. On peak summer weekends as many as 40,000 people climb Fuji. Like any mountain area accidents do occur and some Japanese have actually chosen this sacred mountain as the place where they want to die. They usually choose an area of virgin forest called "Aoki-gahara", the Sea of Trees on the north side. One of the trails that goes from the base of the mountain to the summit passes through this area. Hikers are advised to keep to the trail as it is easy to get lost and minerals in the rocks cause compasses to malfunction. Japanese boat on suicide drom in the Sea of Trees; they wander off the



down, wheeze, rest, gulp for oxygen, gaze at the stars. Altitude sickness, a red-hot steel needle inserted behind the eyes and twisted slowly for effect, or so it feels, may be a problem. If you are prone to this, take altitude pills. Fuji is an almost perfect volcano, cone about 60 miles southwest of Tokyo. On days when strong winds have swept away the pall of pollution that inevitably hangs over the capital city of nearly 12 million, the graceful mountain, snow-capped in winter, can be seen from downtown. The volcano must be considered dormant rather than extinct. Since 40,000 seven eruptions have been documented; the most recent took place between December 16, 1707 and January 22, 1708. It was at this time that the cone lost its perfect symmetry. There is a hump on its southeast slope called Hoei-zan ("san" or "zan" means

# Our range of Educational Tours available for your school journey in '88.



SCHOOLS ABROAD

Ask us to send you one of the following brochures for your next school journey. Our prices offer excellent value for money and we have introduced new programmes and centres to extend our existing range of tour ideas available for schools in Europe.

## 1 FRANCE '88

With guaranteed coach tour prices Schools Abroad offers you the widest selection of tours once more to France. You can choose from a range of centres countrywide and different types of accommodation dependent on your needs. Whatever your requirements are we will be able to tailor the ideal tour for you. New centres for '88 include Severac, an attractive town set in the Brittany countryside and the Normandy coastal resorts of Deauville and Langrune. All our tours to Paris include the services of a guide and a daytime cruise on the River Seine, completely free of charge. To help you make the most of your school visit to France we offer each Party Leader a free Project Book out of the range of six publications about France.

## 2 ITALY '88

Our European Tours programme to Italy has increased in popularity so much recently that we are now introducing a new and expanded programme of air and coach holidays to this attractive and low cost country. Not only do we offer a very high standard of accommodation but all school groups travelling with us by coach are entitled to a luxury vehicle with reclining seats, onboard WC and drinks machine. Our flight programme is operated in conjunction with Pilgrim Air, the largest organiser of charter flights between the United Kingdom and Italy. We are introducing Sicily for '88 and increasing the number of tours we offer to the popular centres of Rome, Venice and Florence. Each traveller will receive a superb Project and Environmental Study book free of charge.

## 3 EUROPE '88

plus a range of tours to Russia, Israel, Egypt, Turkey and Florida in the U.S.A. We are the largest School Tour Operator and our brochure contains tour options to the majority of European countries by coach, rail and air. Our accommodation is tried and tested and of a high standard for school parties. We have new tours to Berlin, Turkey and Yugoslavia and a wide range of Educational project books to help you prepare your visit in advance.

## 4 YOUNG EUROPEANS '88

NEW FOR '88 - a completely new concept in school travel, this novel programme of tours specially constructed for 9-13 year olds aims to introduce pupils to Europe without the often frightening experience of a totally alien environment by offering a selection of safe venues specially chosen for this age group. Our centres for coach tours are in northern Europe in France, Belgium, Holland and Germany and we also feature an air tour to northern Italy.

## 5 STUDY PLUS

NEW FOR '88 - a whole range of selected Educational tours encompassing catering, music, environmental, historical and geographical study courses in various European locations. This programme incorporates our well known language and geographical residential study courses as follows:

**FRANCE**  
A TASTE OF FRANCE 2 or 3 day visit to France, ideal for 8-11 year olds.  
ASSIGNMENT FRANCE A linguistic introduction to France for pupils in their second or third year of French studies at a range of four centres.  
SEMAINE FRANCAISE An intensive linguistic study course designed for pre 'O' level GCSE and CSE examination students.  
SIXTH-FORM FRENCH A new course for the advanced student based in Dieppe. Parties can travel as foot passengers and in small groups on a series of specified dates.

**GERMANY**  
ASSIGNMENT GERMANY This is a 7 day structured language course in the Rhineland with a programme of studies, excursions and field work, ideal for pupils in their second or third year of German studies.  
**GEOGRAPHY FIELD STUDIES**  
A range of carefully researched field study programmes based in the Swiss Alps and the Netherlands. Parties receive a comprehensive manual with worksheets and model answers to help Party Leaders obtain the maximum geographical experience in these fascinating regions.

## 6 SPORTSBREAKS

The Schools Abroad Sportsbreaks programme is unique and combines the widest range of sports opportunities for schools to include Coaching and Tournament Courses, competitive games and individual arrangements together with an increasingly popular series of Summer sports options. Whilst our main sports are Netball, Hockey, Soccer, Basketball, Volleyball and Rugby we also offer Course options in Dance, Gymnastics, Tennis, Badminton, Squash and Windsurfing. In 1988 we will be featuring a new programme of Courses in the sports of Athletics, Lacrosse, Cricket and Orienteering. Simply the widest range of European sports tours available to young players in 1988.

## 7 AMERICAN ADVENTURES '88/9

Following the success of our Florida 87 programme, 'American Adventures' offers 6 'tours of a lifetime' to the most popular places in North America. Florida is still the top choice, and our planning now allows a visit to the Everglades National Park as a new option. Big cities, art and culture, and European connections are all encompassed in our New York, Washington and Boston Adventures, whilst on the West Coast, the man made spectacle of Disneyland and Hollywood blends superbly with the natural wonders of Grand Canyon and Yosemite National Parks on our Golden West Adventure.

Schools Abroad Ltd., Grosvenor Hall, Bolnore Road, Haywards Heath, West Sussex RH16 4BX.

Telephone: Haywards Heath (0444) 441300

Telex: 877156

OFFICE HOURS: Our offices are open Monday to Friday from 09.00 to 17.15. We are not open on Saturdays.

ATOL No. 1068

No. 54369

Please send me the following brochures: ☐ 1 FRANCE '88 ☐ 2 ITALY '88 ☐ 3 EUROPE '88  
☐ 4 YOUNG EUROPEANS '88 ☐ 5 STUDYPLUS Educational Tours ☐ 6 SPORTSBREAKS ☐ 7 AMERICAN ADVENTURES '88/89

Name \_\_\_\_\_ School \_\_\_\_\_

School Address \_\_\_\_\_

Tel No. School \_\_\_\_\_ Tel No. Home \_\_\_\_\_

**SUMMER SPORT AND LEISURE HOLIDAYS IN THE PICTURESQUE SWISS ALPS**  
Apply NOW for prices and details of our Inspection Visit  
Inclusive of 3 FREE days full board and lodging.  
**FERIENDORF**  
3664 Fench Switzerland  
TEL: 0181-32 71 14 82  
2 Grosvenor Gardens, London SW1 0DZ  
TEL: 01-231 24423

**"I'VE TRAVELLED WITH SCHOOLPLAN SINCE 1978"**  
Mr Brian Lewis, Daniel Stewarts & Melville College, Edinburgh.  
"I find Schoolplan's last and friendly service extremely good."  
Brian has been taking parties abroad with Schoolplan for some years now and has clocked up a fair number of resorts, including a fascinating trip to Egypt. We already have 20 countries on our programme and we continually seek to improve and extend our service still further.  
Brian would recommend Schoolplan to any teacher about to organise a school trip, so why not take a look at our range of summer destinations now. Please telephone and ask for a brochure.  
**HOTLINE**  
0293 517566  
Europe House, East Park, Crawley, W. Sussex RH10 6AS  
Telex 87374 AYOL 1980

Homage to the rising sun  
**Fuji**  
CHRISTOPHER MCCOOEY

Four o'clock on a July morning on the rim of a dormant volcano. It's dark and chilly, the wind swirling out of the 700 foot crater behind me. I'm not alone, just one of hundreds of people gathering on the summit of Mt Fuji, at 12,388 feet the highest point in Japan.  
Some of the people had slept for a few hours in mountain huts on the trail or at the summit. Others, like myself, had climbed through the night and were resting - conversing in low voices, sharing chocolate and anecdote in time-honoured mountain tradition - and waiting for the sunrise.  
Climbing Mt Fuji is more than just getting to the top of a mountain; for the Japanese it's a religious experience, confirmation of their true Japanese spirit, and to be there at dawn, to pay homage to the Rising Sun, is the ultimate high.  
The eastern sky began to lighten perceptibly as more and more parties of climbers, some urged on with whistles and megaphones, snaked their way to the top. Their progress could be monitored by watching their flashlights swinging and casting from side to side, following the trails below.  
At this altitude it is necessary to rest every few steps as the final few hundred feet are the steepest and the loose volcanic ash and clinkers make it very slippery. The red ridges up, half a slide



EXTRA

Fuji *continued*

trail and get lost, spending their last earthly hours on the slopes of their beloved Fuji. Each year the police and the Self-Defence Force combine to search the area and on average 20 bodies are found.

With proper equipment it is possible to climb the mountain during any month but in the winter it should be regarded as a serious alpine expedition. Several thousand climbers are on the summit at dawn on January 1 to greet the New Year.

The safest time is during July and August when all of the mountain huts are open. Even so, care is needed because of rockslides in August 1980.

12 people - mostly school children and elderly people - were killed by a rock slide as they descended Fuji by the "sunahashiri" (sandslide) on the north side. This is a large patch of volcanic sand and it is possible to get from the summit down to the carpark in an hour if you scree-run and slide. Wind, an earth tremor, or the carelessness of other climbers can dislodge rocks and start a fatal slide.

The facilities in 1980 may have been unusually high because it was the year of the Monkey. And it was not just the year of the Monkey that comes every 12 years but the year of the "Knoosaru", the monkey year that comes in every fifth 12-year cycle every 60 years.

Legend has it that Fuji herself rose from the bed of the Pacific in 0 "Knoosaru" year and that if you climb Fuji in that same year then it is the equivalent of having climbed 33 times. With so many inexperienced climbers on Fuji that year the potential for a disaster was greater than usual. The trail on which the tragedy occurred remains closed as another rock slide is possible, but the authorities do nothing to limit the numbers of climbers and the approaches to the three Fifth station roadheads can get so crowded that you may sit in a traffic jam for several hours.

The sky had changed from black to deep purple and was now lightening to blue. The mercurial moon was a pale yellow in a canopy of silver blue stars and orange planets, and, tracking through them, a satellite. In the growing light I became more aware of my immediate surroundings: the garbage that desecrates the mountain is unbelievable.

Down below there were huge series of rusting cans beside each hut; on the trails were early wrappers and soda cans discarded by climbers; around me at the summit were empty boxes that had contained rice meals, smashed beer bottles, orange peels, cigarette

ends and wooden chopsticks used once and dropped. It is incredible to me that the Japanese venerate this mountain so deeply, from spiritual and nationalistic motives, yet treat it so shabbily. At the summit there is a post office as well as numerous vending machines selling sake and beer and soda. Snack stalls offer hot noodles at prices reflecting the altitude. The toilet facilities are primitive. There are souvenir shops selling charms and trinkets and if you have a hiking stick you can get it branded to prove that you made the conquest. Even if you only drive to one of the Fifth stations you can buy a summit stick, bundles of which are carried to the top for branding and then sold lower down to the less energetic.

In the dark, I had noticed none of these things. There I was, preparing for the sun rise - a primordial act of worship surrounded by such tackiness and garbage. Like many aspects of Japan and the Japanese it was perplexing and paradoxical.

Next to me, an old man wearing a pilgrim's white coat and sandals of straw rested on his staff awaiting the sun, entranced. A little way off, a young man with iridescent lime green tints in his black hair and wearing narrow 1950s-style sunglasses waited too, plugged into punk. Two other young people were straddling bicycles that they had carried up and were going to cycle around the crater rim after the sunrise. On the way up I had met a party of four blind people and a man with an artificial leg. All of these people were there for their different reasons, all waiting for the sunrise more than two miles up to the rarefied, lemon-sharp air.

The conditions were perfect for the day itself to bloom. Thousands of feet below, smoke-grey drumlins of cloud had formed to cover the forests and rice fields, and factories and cities. High above, the thin shavings of cirrus had already caught the sun's rays and were bright gold, while out in front a blood-red dawn seeped perceptibly along the eastern horizon. There the huge orb of the sun rose majestically out of the Pacific to a chorus of "Banzai" ... "Cheers!" ... "Long Live the Emperor!" ... "Long Live Japan!"

## Travel information

The climbing "season" is from July 1 to August 31 and all mountain huts are open above the Fifth stations. The hike charge is 5,500 yen (about \$30-\$35) with evening meal and breakfast, 4,000 yen without. They are spartan and very crowded at weekends. No camping is allowed on Mt Fuji. Information about transport to the Fifth stations from any Japan Travel Bureau.

## From Lhasa to Mount Kailas



Living a nomadic existence in a remote area, this child was fascinated by the glossy colour photographs which she discovered in "Tibetan survival kit".

## Tibetan pilgrimage

LAURA CLARKE

It is difficult to tell the age of Tibetans; particularly the women. The fierce winds that sweep across the "roof of the world" and the glare of sun and snow prematurely erases and furrows their brown faces. The combined age of the grandparents of the family we accompanied to the summit of Tibet's most sacred mountain, Mount Kailas, could not have been much more than a hundred. Yet, although they looked much older, their deep faith carried them and their children and their children's children up 18,000 feet of precipitous path, oblivious to cold and darkness. Mount Kailas, in far western Tibet, has long been the destination of

Buddhist, Hindu and Jain pilgrims from all over Asia. Today, as Tibet becomes more accessible to the Western world, it can also be a goal for more intrepid travellers from further afield. But there are various obstacles which lie in the path of the rare and foolhardy foreigner. The first and most fundamental is that this sparsely inhabited region offers no public transport; secondly, no outsider is officially permitted to enter this area and finally, the only languages spoken are an obscure dialect of Tibetan and, sometimes, Mandarin Chinese.

For us, this meant three weeks hidden in the back of a truck, jolting up and down on sacks of grain and

wooden boxes as the vehicle hunched its way over endless bare plateaus and mountain passes. Hitchhiking, in the true sense of the word, is not feasible in Tibet; the going rate is 5 yuan, or approximately one pound, per 100 kilometres. Sometimes, we spent days trying to persuade unsympathetic and suspicious truck drivers to carry the two of us for some distance along the 1,500 kilometre route from Lhasa to Mount Kailas. Since human habitation is sparse, we had to carry enough provisions to last for weeks. Once we scrambled on board, we worried constantly that the delayed vehicle would collapse en route. As the truck ground its way over treacherous tracks, through rivers and mud, we were aware that if we got stuck, there was little we could do.

Several weeks later, caked in layers of dust, buttocks bruised and limbs cramped, weary of packets of Chinese noodles and Tibetan tsampa, tired and irritable after endless cold, damp and sleepless nights in or under the truck, we eventually saw a solitary white hump on the far horizon - Mount Kailas at last.

Mount Kailas, together with the nearby Lake Manasarovar - source of the Indus, Brahmaputra, Sutlej and Karnali/Ganges, four of the greatest of Asia's rivers - are the long-dreamed-of Mecca for countless pilgrims. The ancient ritual for the pilgrim is to circumambulate clockwise both lake and mountain at least three times. If they are particularly zealous and determined, 13 circuits is not unknown.

The few foreigners who wish to complete the pilgrimage are generally content to do so just once; although we did meet one strapping American who had just emerged from his third journey around the mountain and with achievement behind him was off to find the source of the Indus. The circuit of Mount Kailas takes anything between one and three days. The faithful usually complete the 50 kilometre trek in one day, while the few foreigners who attempt it adopt a more leisurely pace, grateful for the shelter offered by tents en route.

We set off at a hearty pace along the well-trodden path, aiming to finish this sacred round in not more than two days. For the first six hours the going was easy. If a trifle dull, since the path was flat and we met only a couple of Tibetan youths sunbathing along, curious but unable to communicate with us. Foolishly, we decided not to rest for the night at the first tent, pushing only for yet another packet of noodles and a brew of Tibetan buttered tea. There were several hours left before nightfall and the long, arduous trail still lay ahead. So, full of energy, we started the ascent of the only remaining major obstacle - an 18,000 foot mountain pass.

Gasping for breath at this altitude, we plodded on despite the bitter wind and encroaching darkness. A head, we saw a mound of stones covered by scattered articles of pilgrim clothing. Alongside was the corpse of an Indian Sadhu, his eyes plucked clean by birds and a bloody gash in his side. We had reached a ritual place of death. For

continued

EXTRA

## Path into the past

JOANNE BLIGH

"Match me such marvel save in Eastern clime, A rose-red city half as old as time."

Tibetan pilgrimage *continued*

the first time we felt moved and reverent. We paused and bent our heads.

A few minutes further up the trail, we were about to seek shelter for the night, when we came upon a family of Tibetans - mother, father, three young children aged seven, nine and 12, as well as the grandparents - plodding laboriously in line in front of us. These seven remarkable pilgrims, clad in colourful, full-length sheepskin coats, eventually paused and rested for a moment on their sacred journey. Exchanging smiles, we stopped and gave the traditional greeting in faltering Tibetan. Fortunately the father spoke a few words of Chinese and was able to advise us that once we had crossed the pass we would find better shelter the other side. Anxious not to miss the opportunity of a few hours in the company of genuine pilgrims, we asked him if we could join them.

In silence we clambered on up the mountain side, our eyes firmly fixed on the ground, heedless of the steeper path and rapidly falling light. At several prescribed points on the route upwards, the family paused to perform ritual tasks. On one occasion, for good luck, they threw small pebbles at holes in a rock face; at another they made a ceremonial circuit of a wayside boulder. From wheezing grandmothers down to the smallest offspring, their total concentration and commitment to the journey, under such difficult conditions, was for me a moving and spiritual experience.

As the last golden streak of light faded from the sky behind the black mountains in the distance, we reached the summit. It was nearly midnight. A huge edifice of stones and fluttering prayer flags heralded our achievement. Reverently, we paused for a moment in the bracing wind before beginning a hasty descent, stumbling and tripping in the pitch blackness over boulders scattered on the shaly path, with only two torches between us. Shattered with fatigue and pierced by cold, we eventually came across an area of flat stone slabs, where the father indicated that we should spend the night. Without further ado, we laid out our sleeping bags on the freezing slabs, and donned long johns, woolly hats and gloves in the torchlight provided by the flicking Tibetans.

It suddenly dawned on us that the family had no intention of sleeping alongside us, but was going to trudge blindly on and on throughout the night until they had completed their pilgrimage. Without hesitation, we declined the invitation to follow, preferring to shiver out a long night beneath a holy moon.

It was not until late the following afternoon, dishevelled and numb with weariness, that we stumbled the final few yards into the village at the foot of the mountain slower and less pious in our thoughts than our recent Tibetan companions. The knowledge that some pilgrims prostrate themselves full-length along every inch of this holy route, often taking weeks to complete their worship of penance, was almost beyond our comprehension, yet as foreign intruders we were exultant with our achievement. Mount Kailas had made a deep impression upon us, not so much for the rigours of the journey, but for the far more profound

The mysterious city of Petra lies in Jordan, 161 miles south of Amman. As recently as the Fifties it took 10 days to travel by horse from the capital to Petra, or a whole day of exhausting driving by car. Nowadays the new Desert Highway cuts the journey to three hours.

The seclusion of the rose-red city lures travellers to these ancient ruins. The surrounding hills give away no secrets, subtly camouflaging the city hidden down there. Leaving civilization behind, you mount your horse and set out on the path into the past.

The track into Petra passes an old dam made hundreds of years ago by tribesmen to disperse the flood waters of the wadi (valley) into channels. In an atmosphere of peace you gradually descend, the rocky cliffs on either side drawing closer together. Soon, the Siq is reached.

The Siq (meaning "cover") is a narrow passage, overshadowed by sheer rocks of 200ft-300ft, in places almost meeting overhead. This forms an impregnable defence and it is easy to see how a few men could fend off numerous invaders. The twisting path goes steadily down; sunlight banished, there's quite a chill. When the track at last opens out, you catch your breath at the sight of a temple facade, surely the most dramatic entrance to any city.

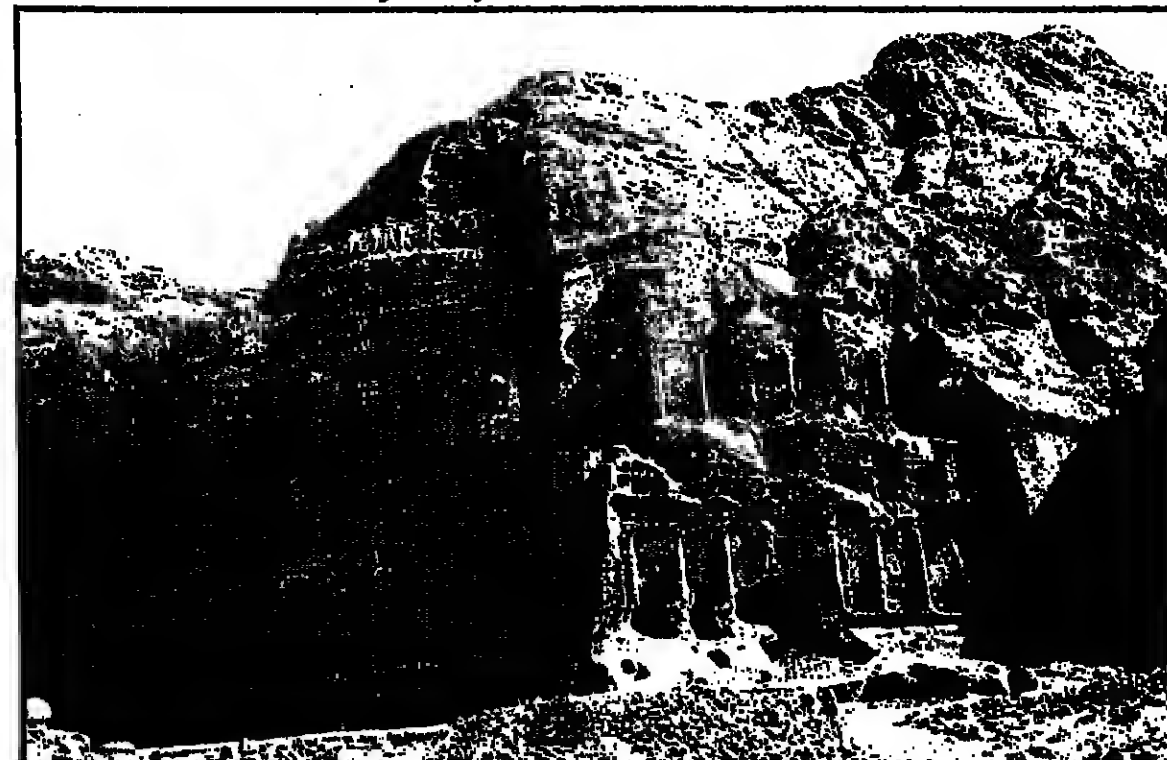
El Khazneh, or Treasury, is the most ornate and best preserved of the ruins and it is this bright pink structure that greets you. Whether you see it glinting in the morning sunlight or towards sunset when bathed in a red glow, El Khazneh makes an unforgettable impact. It looks like a two-storey building with Greek style pillars and a huge doorway. Inside, it is surprisingly small, consisting of one empty room with three lesser rooms leading off. Two hundred feet up above the doorway perches a stone urn said to contain treasure. Optimistic travellers have fired shots at it in the hope of bringing down their "jackpot", but Ali Baba has not been there - the urn is solid rock.

You continue walking on the pink stony surface, past the amphitheatre, gazing at the beautiful tombs and temples carved in the cliffs. The rounded roofs of the caves are streaked with blue, bronze and black. The Corinthian Tomb, Palace Tomb (a three storey copy of a Roman palace) and Urn Tomb with a paved courtyard over a two-storey vault form a vast edifice. The rock of this cliffside is perhaps the best in Petra.

The altar with drains to take away the blood at the High Place of Sacrifice, is supposed to be exactly east west at the equinox. This occupies the central position in Petra. If you climb up even higher to the monastery, which has served as temple and church, you have a splendid view. Four thousand feet below is Wadi Araba, part of the Great Rift Valley. To the south west, Mt Hor can be seen, the white cone marking Aaron's burial place clearly visible on its summit. Here, after their pilgrimage to Mecca, the Bedouin hold an annual sacrifice during Id-al-Adha, the Moslem feast of sacrifice, though it is also symbolic of Abraham's offering of Isaac.

Throughout Petra's history, strands of Arab and Christian culture intermingle. The Edomites, descendants of Esau, lived here, calling their mountain Iaur Sela, mentioned in the Bible, particularly in the little known book of Obadiah, where there are references to those who live in the mountains.

## Jordan: the mystery of Petra



The cliffside tombs of Petra

to those who live in the clefts of the rock (or Sela).

The Nabateans, a Semitic tribe, probably settled in Petra about 800 BC, making it their capital. They carved their homes and temples out of the sandstone and prospered because of their strategic position on the main trade route from the East and Arabia. Their protection of the caravan traders brought in much revenue. They produced some of the finest ceramics of early times, brittle and decorated pieces of which still lie there today.

In 312 AD the Seleucids, those batt-

ling descendants of Alexander the Great, tried unsuccessfully to oust the Nabateans from their territory. The latter remained doggedly independent and extended their realm as far north as Damascus. It was the Romans who eventually gained Petra. The famous general Pompey had conquered Syria and Palestine in 63 BC and in AD 106 the Romans took Petra, after cutting off its water supply. As a Roman province, building work continued: a forum, colonnaded street, baths and a theatre that seated 3,000.

Gradually a rival trade centre, Pal-

myra in Syria, caused Petra to diminish in importance. The decline of the caravan trade routes came when the Romans started to ship their merchandise from southern Arabia northwards via the Red Sea.

During the Roman era Christianity thrived, evidenced by crosses marked in the walls of the Urn Tomb. In this cathedral-like structure an inscription complete with the name of Bishop Jason, the date AD 447, proclaims its use as a church. Later, in the 12th

continued

## GO TO THE SNOW WITH SCHOOLS ABROAD

## Your Ski 88 Course is still available

Schools Abroad have the following resorts on offer for late bookings. Reductions of up to £25 apply for resorts booked over Christmas, New Year, February ½ term and Easter.

Valmorel ★ La Plagne ★ La Thuille  
Ellmau ★ Artesina ★ Colle di Tenda  
Morgins ★ Les Collons

AND FOR PARTY LEADERS... on Christmas bookings an extra 2 free places are given (min 20 paying), on other dates you receive skiing for two at Andorra over Christmas for only £150.

For more details & availability, simply phone Reservations on (0444) 441000 and ask for the late schools deal!

Schools Abroad Ltd, Grosvenor Hall,  
Bolnere Road, Haywards Heath,  
West Sussex, RH16 4BX.



## transglobal

for the imaginative traveller

...we believe in specialisation, in concentrating on a few destinations and knowing them really well...

we offer varying levels of comfort from 3 star hotels to camping.

Prices from:

(land contents)

TURKEY £145.00 EGYPT £225.00 ISRAEL £215.00 INDIA £200.00 NEPAL £210.00

32 exciting choices

1-5 weeks holidays

2-5 country combinations

for brochures phone or call in at:

64 KENWAY RD. EARLS COURT, SW5. 01-244 8671 or 370 5138 brox. hrs 24hrs.

## SCHOOL SKI HOLIDAYS



## BUDGET SKIING IN SCOTLAND

WITH GOOD HOTEL ACCOMMODATION, EXCELLENT SKI EQUIPMENT AND INSTRUCTION, TRANSPORT AND LIFT PASSES INCLUDED.

Send for a free colour brochure.  
Main Street, Newtonmore, Inverness-shire.

TEL 05493 433

5 DAYS SKIING  
FROM ONLY  
£118



EXTRA

## NEW '88 SUMMER BROCHURE OUT NOW FOR ACTIVITY HOLIDAYS IN EUROPE

CENTRES IN  
● COSTA BRAVA  
● VENETIAN RIVIERA  
● BRITTANY  
● THE FRENCH ALPS

\* WINDSURFING  
\* CANOEING  
\* WATERBOARDING  
\* SAILING  
\* CYCLING  
\* HORSE RIDING  
\* SNORKELLING  
\* MOUNTAINEERING

FULLY INCLUSIVE HOLIDAYS AVAILABLE FROM  
The Specialist in Quality Group Activities in Europe

**impact**  
Schools & Groups

14 LOWTHER ST CARLISLE CUMBRIA  
CA3 8DA Telephone (0228) 401841

EDUCATIONAL TOURS FOR SCHOOLS

# Travelaway

CALLING ALL SCHOOLS!  
THE NEW TRAVELAWAY DEAL IS SIMPLY THE BEST:

- ☐ STRAIGHTFORWARD TOURS.
- ☐ FIRST CLASS ORGANISATION.
- ☐ TEACHER SUPPORT MATERIAL.
- ☐ INCLUSIVE TOURS OFFERING GOOD VALUE FOR MONEY.

HOTLINE

(0444) 440341

POST NOW FOR INFORMATION —  
PARTY LEADER TEL:  
SCHOOL ADDRESS:

Travelaway Ltd, Grosvenor Hall, Boleyn Road, Haywards Heath, West Sussex, RH16 4BX.

**SCHOOLPLAN**  
ALL PRICES ON  
**SCHOOLPLAN'S SUMMER  
1988 PROGRAMME  
NOW AVAILABLE**  
8 DAYS TO GREECE FROM £191  
PHONE OUR BROCHURE HOTLINE  
**0293 517566** ATOL 1980  
EUROPE HOUSE, EAST PARK, CRAWLEY, W. SUSSEX RH10 6AS TELEX 87374

**STS**  
EUROPE '88  
*School tours with a touch of class*

The 2nd Edition of our 1988 school tours brochure is now out and features:

- BIG REDUCTIONS on many prices.
- STUDY, LEISURE and SPORTS tours.
- New centres in DIEPPE and on the OPAL COAST.
- October Inspection Tours to FRANCE, GERMANY and ROMANIA.
- The renowned service of Britains LARGEST, PRIVATELY-OWNED SCHOOL TOUR OPERATOR.

For more information, phone 01-363 8202 or write to STS, 24 Culloden Road, Enfield, Middx. EN2 8QD.

**SCHOOL TRAVEL SERVICE** ATOL 103  
STS Travel Ltd.

## Turkey: remarkably unspoilt Ancient echoes

MARY CRUICKSHANK

"Turkey is this year's destination," enthused a bronzed Judith Chalmers, and my heart sank at the prospect of overcrowded beaches, all-night discos and convoys of tour coaches cramping classical sites. But in early May there were none of these things. With the exception of one or two resorts in the south, Turkey seemed remarkably unspoilt, despite the tourist boom, and even its glorious Aegean coast was largely unscarred by the onslaught of the package holiday industry.

I joined a group of overlanders in Istanbul and spent two weeks exploring the ancient cities of western Turkey: Troy, Ephesus, Pergamon, Miletus, Didyma, Priene and Aphrodisias. We travelled south as far as Marmaris, east beside the Mediterranean to Kas before circling back across the dramatic landscape of the Taurus mountains and western Anatolia. We covered some 1,500 miles — a fraction of a vast country — in the fortnight and there were few places we visited where I could not have happily spent twice that time. It was the kind of holiday that leaves one exhausted, but determined to go back for more.

Istanbul is a frenetic city, with chronic traffic jams and crowds surging over the Galata bridge and thronging the precipitous cobbled streets of the old city. At every corner street traders peddle leather purses, socks, T-shirts, jewellery, and tempting sweet, warm breads, glistening with sesame seeds and pastries oozing honey and nuts. Trading is intense both on the streets and in the Grand Bazaar — a maze of tiny shops with leather, jewellery, carpets, clothes, and pottery overspilling onto the cobbled alleyways. Small boys perilously swing huge silver trays carrying tiny glasses of hot tea.

The stately architecture of the Topkapi Palace, the imperial residence of the Ottoman sultans for four centuries, and its fine collections offer a welcome escape from the bustle. It stands on the acropolis above the confluence of the Golden Horn, the Bosphorus and the Sea of Marmara and there are superb views from its elegant marbled terraces. The sumptuous furnishings and magnificent peacock-coloured tiling of the harem shouldn't be missed, although the rushed guided tour barely gives one time to absorb the splendour of the apartments. Istanbul's mosques and the breathtaking Santa Sofia also offer sanctuary from the hubbub of the streets: the cavernous Yeni Cami and the Blue Mosque, with its brilliant zircon tilework.

Two days were barely enough to get one's bearings, but our itinerary forced us on round the north shore of the sea of Marmara, past the tranquil war cemeteries of Gallipoli and across the Dardanelles to Troy. The hill-top site chokes a bewitching mixture of myth and history, and what the task of distinguishing the remains of one ancient civilization from another be-

comes too much, one can gaze across the Trojan plain and let the imagination take over.

At Ephesus, a walk along the colonnaded marbled way linking the magnificent theatre to the agora and the famous library of Celsus evokes a vivid sense of the past. Well-preserved mosaics and frescoes reveal a thriving and prosperous community and the impressive theatre's steeply tiered seats for 25,000 spectators rise in a tremendous semi-circular sweep above the ancient harbour.

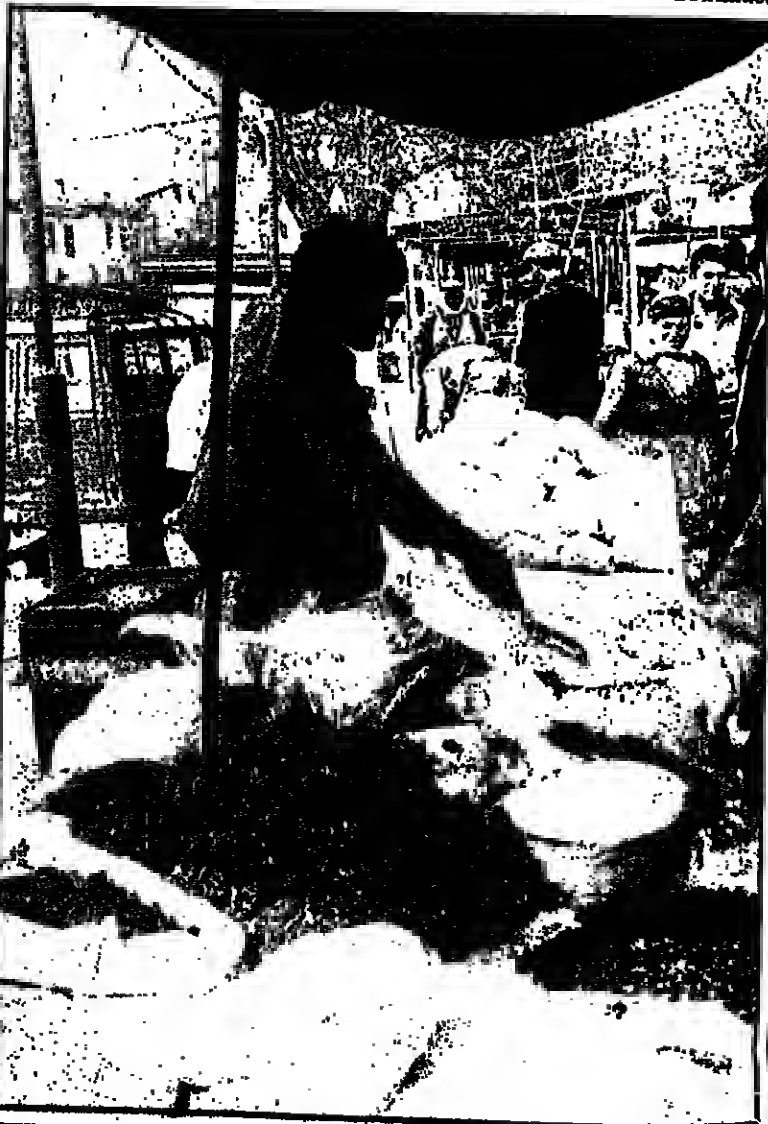
Priene, built on a high ridge overlooking the broad flood plain of the Meander river, must be one of the most beautiful Ionian cities. A steep climb leads to the remains of its

well-ordered streets and houses and the imposing temple of Athena. The massive column drums scatter the site, overgrown with wild flowers. Not far from here lies Miletus, where it is still possible to walk through the vaulted passageways of its fine theatre; and the famous oracle and temple of Apollo at Didyma, where storks nest on the tops of the huge columns.

By the time we reached Pınarçikale, the site of ancient Hierapolis, I could sympathize with the historical young American with well-thumbed guidebook who told me he was "ruined out". But site-seeing in Turkey was never arduous, because of the serenely beautiful position of the ancient cities, the profusion of wild flowers and birds singing, and the almost complete lack of commercialization.

And, of course, there are plenty of diversions. Pottering in the markets and being tempted with raki by carpet dealers amiably passes the time. There are wonderful opportunities for swimming. After exploring the exciting ruins of Aphrodisias, you can relax in the soothingly warm thermal springs at

Continued



### Path into the past

continued  
century, the Crusaders took it for an outpost and built two fortresses on the cliffs.

But as Moslem armies marched north from Arabia, Petra fell to the Arabs. Its wealth vanished, its glories were forgotten. For centuries its very location was lost to the world. The silence continued until 1812 when the Swiss explorer John Burckhardt found it almost by accident. On his way from Damascus to Cairo Burckhardt heard rumours of a strange place with ruins and wondered if it could possibly be Petra. Dressed as a Moslem and speaking excellent Arabic, he was allowed by local Bedouin to go to Mt Hor to offer a sacrifice; en route, he rode through the Siq which had for so long shielded this city from foreign eyes. Such a reward few dare even dream of.

Following in his footsteps, we too can have a taste in some measure of the excitement he must have felt. According to the guide book, the ideal months to see Petra are September to November and March to May. You really need two days for exploring this wonderful place. Go early in the morning — see the Treasury, tombs, temples and High Place — there's a lot of walking involved. Next day, return and concentrate on climbing to the monastery; don't miss the small museum containing Bedouin pots, photographs and a Bedouin's tools.

best between 10 and 11am in the sunshine or at 4pm when it turns rose-red. There's a good restaurant where you can have lunch. Unlike many sites that pull in the tourists, you can be on your own. Nobody jostled me while I took pictures.

After my visit I saw the reason for encouraging people to go through the Siq on horseback. Apart from the obvious financial aspect — the leaders of the horses expect a generous tip in addition to the fixed price — it preserves the secrecy. You ride in silence, spaced out one behind the other, which adds to the mystery. Somehow everyone smiles and looks as if they were in a dream or taking part in a film.

I descended on a gentle beast at 8am and walked up at 2.30pm — stopping to look round, listening to the silence and breathing in the solitude, besides going in to another torib, the Obelisk. A exhausting day but an exhilarating one. I don't suppose the little fragments of ceramics I picked up are worth anything but I treasure them and hope I'll have the privilege of returning to this magical city that still contrives to hide itself from the outside world.

**Travel Information**  
Escorted tours: Jordan visiting Amman, Petra and Aqaba. Nine days £2598. Jordan/Jerusalem. 12 days including Jordan in Jerusalem. £2769. Syria/Jordan including two days in Petra £2785. Bales Tours Ltd, Bales House, Berrington Road, Dorking, Surrey. Tel: 0306 588991.

EXTRA

## Poland: nowhere are the flowers so fresh



The market square in Warsaw's Old Town

## Sacred soil

CHRISTOPHER PORTWAY

Poland may not strike one immediately as a holiday destination, yet it is a nation of delightful surprises and an atmosphere of its capital city is like no other. The awfulness of the Second World War, when Warsaw died from within in a welter of savagery, still hangs over it as it does over the sad River Vistula. But the city's reconstruction has been lovingly executed, and still continues.

The Stare Miasto, the Old Town, still presents its dignified facade in the guise of its houses or merchant princes. Each has a distinguishing characteristic indicative of the rung of the social ladder its former occupant attained. The Baroque marks the way to the new town, a mere 500 years old. Together with the cathedral, it shared in the devastation of 1944, but any fragments remaining have been painstakingly incorporated into the replacements.

Among the grandiose memorials to the tens of thousands of Jews and others who perished under the Nazis, there are, in nearly every street, tiny mementoes, an engraved stone, a red and white ribbon and a bunch or two of flowers, marking a wall of execution or the site of some heroic, hopeless resistance to a brutal enemy. Other European capitals — such as Prague — contain similar poignant memoranda, but nowhere are the flowers so fresh.

Through more than two decades I have observed Poland at different stages of her history. In 1944 I had a glimpse of that country's agony at the time of the Warsaw Uprising and, a year later, the holocaust over, I looked upon the shattered capital. My eyes had also seen the sea of ruin that was

Berlin, Hamburg and Dresden, but those of Warsaw tore one's heart. In subsequent years I visited the country at irregular intervals to observe its slow, painful resurrection from the carnage — particularly Warsaw, the eye of the hurricane.

It is this air of defiance, now directed at an unpopular government, coupled with the traditional friendship of Poles for the British that, to me, gives Warsaw its uniqueness. Polish people are known for their emotion and sense of tragedy and drama, but they can laugh as well as cry, as a visit to the old, history-impregnated coffee shops of the Old Town will prove.

On more prosaic level, the city has much else to offer her visitors. The hotels and restaurants are adequate to good; travel and food are cheap, even at the official rate of exchange; music, drama and museums abound; and even the most expensive cinema seats cost around a pound. English is widely spoken, so language is no problem. The Poles are a proud people, acutely aware of their own problems and situation in the Eastern Bloc. Having little access to real information from the West, they fear that the Western view of Poland may be similarly obscured, so they grasp at the opportunity to talk with you, not only to glean the facts about Britain but to express their opinions about the true status of their own land.

In Warsaw's streets there is an overwhelming impression of normality despite recent events. People are living

ordinary lives, working, shopping, drinking, dancing, queuing and going to school. Officialdom, in the guise of militia or police, is unobtrusive, and a tourist is as free as in any West European city to go as he or she pleases.

Fine, two-lane highways radiate from Warsaw to link with the rest of the country. Northwards lies the Baltic coast — as yet not fully developed, except around Sopot, with its long, uncrowded sandy beaches — and the ancient cities of Torun and Gdansk, abounding in medieval architecture. Farther east can be found the Mazurian and other lake districts, a region of 1,000 lakes and picturesque hills with forests and castles to match. Southward stand the mountain ranges of the Bieszczady and the Tatras, which are part of the great Carpathian barrier. The chief mountain resort is Zakopane in the Tatras, which caters for both winter sports and summer activities. It is a lively town, offering all the alpine facilities and fun expected by its visitors.

On the road to the mountains is Czestochowa, with its famed Jasna Gora, consisting of a Gothic-Baroque church, a Baroque monastery and fortress. It houses the "Black Madonna", the picture of Our Lady of Czestochowa, revered by all Poles. The complex of buildings stands high above an otherwise nondescript industrial town, and if you can time your visit for a religious festival as I did, you will hear the heartbeat of a nation. You will not get into the cathedral-like church, however, because every inch of space will be packed solid with Poles young and old; their fervour is awe-inspiring.

Though Lodz is the second city of Poland, Cracow is the former capital, a city of historical monuments and priceless art collection and, again, dear to the heart of every Pole. For me, when I was an escaped prisoner of war in 1944, it was an escaped prisoner of war in 1944.

continued

### Ancient echoes

continued  
Pamukkale that create the extraordinary white calcium oxide terraces and give the town its name of "cotton castle". After the winding waterways and mysterious Lycian rock tombs at Canus in the south, the deep, crystal waters of the Oludeniz lagoon are deliciously refreshing. At Marmaris, you can escape by boat from the hotel-lined front to deserted bays

bordering olive groves and meadows humming with bees. The boatmen bring pilaff, salad and olives and gall spicy meat koftas.

Turkey is justifiably renowned for its cuisine and the Turks for their hospitality. Even in the most out-of-the-way places three of four *lokantas* would offer an array of tempting meze: trays of stuffed aubergines and peppers and neatly parcelled vine-leaves; kebabs and rich stews.

I travelled with Explore, a company which organizes overland expeditions all over the world that aim to convey "the real essence" of a country. How far this is possible in a fortnight in a country as large and diverse as Turkey is debatable, but we certainly visited places it would have been hard to discover in the same time on an independent trip.

It cost £225, a price that should have run to a direct flight to Istanbul, rather than the two-hour transfer in Belgrade and a further delay in Zagreb on return. Accommodation was simple, but adequate. Only in Marmaris, where we were stranded in what appeared to be the middle of a building site, was it unacceptable.

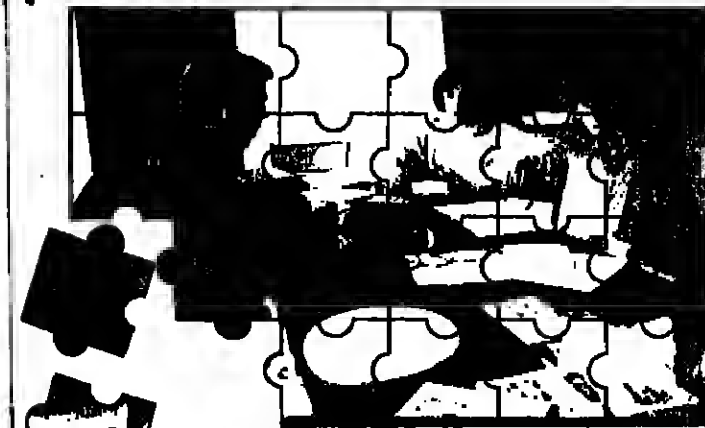
There were 16 in the group (aged

twenties to sixties) and a more congenial bunch of travelling companions would have been hard to find. Our street-wise leader was always on hand to advise on the best bargains or translate menus, and the cheerful helpfulness of our Turkish driver more than made up for the shortcomings of a minibus that, despite belching exhaust, cramped seating and speed checks, safely returned us to Istanbul.

**Travel Information**  
Explore Worldwide Ltd, 7 High Street, Aldershot, Hants GU11 1BH. 0252 319448.

The holiday can also be booked through Wessex, the international travel club, which acts as an agent for Explore, as well as a number of other overland tour operators, including Exodus, Hann, Sherpe, Transglobal and Voyages Jules Verne. "Discoverers" brochure advertises a selection of these companies' expeditions. Wessex members (annual subscription £20.21) are also entitled to low cost flights and various hotel and car rental discounts. They receive "The Traveller" magazine and a free copy of *The Travellers' Handbook*, a comprehensive practical guide to long haul travel. Details from Wessex International, 45 Brompton Road, Knightsbridge, London SW3 1DE. 01 589 3316.

## No-Puzzles...



The NEW 1988 Educational Study Tours Programme features:

- GFS Picardy — A modular Geography Field Study Course in Northern France.
- Healthy Eating-Healthy Living — A Novel Approach to French Cuisine.
- Austrian Pastries — A specialised course on pastries and desserts.
- Advanced Geography Field Studies — A modular study course in the Southern Alps.
- Cuisine Savoyarde — A distinctive cookery course with a unique Alpine flavour!

PLUS  
A HOST OF NEW RESORTS TO CHOOSE FROM

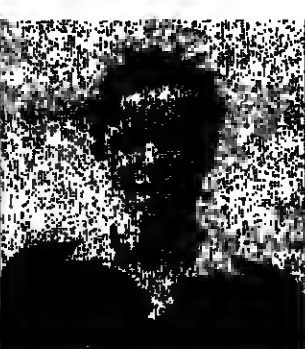
PLUS  
OUR WELL ESTABLISHED PROGRAMME INCLUDING WORLD WAR I/WORLD WAR II BATTLEFIELD STUDY TOURS, LANGUAGE STUDIES, ARTS AND CULTURAL AND MUCH MORE!

...with Hourmont all the pieces fit!

Hourmont Limited  
Brunel House,  
Newfoundland Road,  
Bristol BS2 9LU.  
Tel: 0272 428961

## "SCHOOLPLAN OFFER US THE BEST VALUE FOR MONEY"

Mrs Chris Marsden, Ivybank High School, Burnley.



"I was so impressed with the quality of hotel and the service that I have arranged to go back next year."

In May Chris organised her first trip with Schoolplan to Noordwijk in Holland, and found our all inclusive prices and personal service unbeatable.

Our local travel advisors are on hand to give you advice and information making it easier for you to work within your budget and arrange your programme.

Why not see for yourself what Schoolplan have to offer?

Ring for a brochure now.

**HOTLINE**

0293 517566

Europe House, East Park, Crawley,  
W. Sussex RH10 6AS.  
Telex 87374.

ATOL 1980



## FRENCH AND GERMAN LANGUAGE COURSES IN PURPOSE BUILT CENTRE 4000 FEET UP IN THE SWISS ALPS

Apply NOW for prices and details of our Inspection Visit inclusive of 3 FREE days full board and lodging.

**• FERIENDORF**

2 Grosvenor Gardens,  
London SW1 10J.  
Tel: 01-583 5415



EXTRA

## Following in the footsteps of Emperor Franz-Joseph Between the Alps and the Adriatic

ANGELA HUMPHREY

At four o'clock on that warm sunny September afternoon in Pibet, a small village in western Styria in Austria, some 20 or so men and their foals were being led out into the fields. The Lipizzan stud-farm horses, since 1918, the famous "White Horses" have been bred and trained for the Spanish Riding School in Vienna. With their long white manes and tails flowing and their foals trotting nimbly, they made an impressive sight - the more so since the fields were all jet-black. With every change of coat in spring and autumn, the dark colour fades and they do not become completely white until 10 years old.

This was, indeed, a grand finale to our whistlestop tour of a spectacular area, the size of Great Britain, known as the Alps and the Adriatic Sea, comprising chunks of four different countries: West Germany, Austria, Italy and Yugoslavia and some 10 regions extending from Bavaria in the north and Lombardy in the west to Croatia in the south-east. The Alps area is unified not only by the network of Roman roads spreading out from Aquileia on the northern shore of the Adriatic but by its heritage of art and culture from "Old Europe" and it was also for two centuries part of the Austro-Hungarian Empire of the Hapsburgs.

We landed at Venice airport, jumping into waterbuses for the half-hour ride to the Hotel Monaco bang on the Grand Canal, a few moments' walk from St. Mark's Square. Venezia, the "water-town", spreads over more than a hundred small islands, both natural and man-made. It reached the zenith of its splendour in the 11th century and today it is still a resplendent city but, like so many good things in life, expensive. A gondola ride will set you back around £25 for 45 minutes (try to make up a party of six) and a mere drink in St. Mark's Square is a fortune.

Next morning, we left Venice driving north through Treviso and on north-west to the pretty little town of Asolo, beloved of English writers - Freya Stark lives there and Browning died there.

It was then south-east to Trieste, driving round the northern shore of the Adriatic, stopping all too briefly in the town of Aquileia, founded in 181 ac by the Romans as a military camp and later becoming the biggest city in northern Italy with some 100,000 inhabitants but it was destroyed in ac 452 by Attila the Hun. However, today you still experience some of its former splendour from archaeological excavations such as exquisite mosaics, amphoras, statues, chandeliers and one of the best glass collections in the world.

The main square in Trieste, the Piazza Unità d'Italia, overlooks the

sea, its other three sides lined with buildings of different periods and, therefore, different styles and this is the only square in the world where ships are able to moor right in the inner city and be directly involved in public ceremonies.

On our way to the Castle of Miramare we passed through the town of Barcola where the ancient Romans had their holiday villas and moved their boats. Today it is a resort shaded by pine trees where modern-day Romans, along with other tourists, can wind-surf and bathe from the rocks. The Castle stands on a spur overlooking the sea on one side and surrounded on the other by a luxuriant park studded with lakes, fountains, sculptures and thousands of ornate flowerbeds.

Built in 1855 of sparkling white Istrian limestone, it is an English-style Norman style castle and was the inspiration of Maximilian II of Austria (younger brother of Emperor Franz-Joseph), Archduke of Austria and later Emperor of Mexico. In 1918 when Trieste became part of Italy, an agreement was signed stating that the Castle of Miramare was to be kept as it was and so Trieste's most famous monument is now a state museum.

Next morning we crossed the border

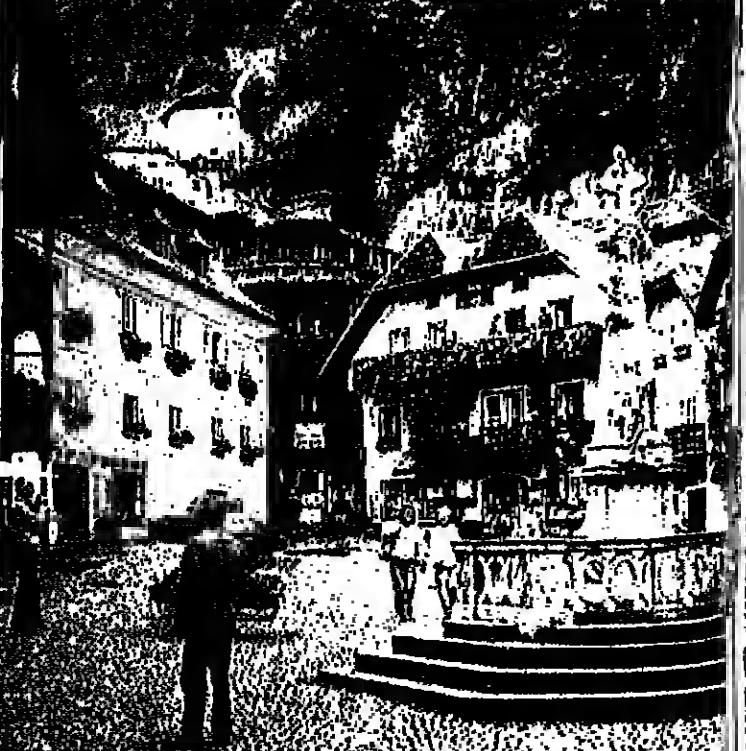
into Yugoslavia and the contrast to the buzz of the highly populated Friuli-Venezia Giulia region of northern Italy to the peace and quiet of Slovenia was immediately apparent. Italians come here for the weekend, ski or just to get away from it all.

Our first stop was the Postojna Caves, among the most famous in the world, where we pulled on sweaters (but you can hire elms) and boarded a small train for the 5km. ride to where we began our walking tour of these massive caves filled with stalactites and stalagmites in colours ranging from bright orange to deep red and blue as diverse as old men's faces, folk material, ice-cream cones, octopuses, rats and candles. The main curiosity, sometimes called the "human fish" and which looks like a pink newt.

We spent the night in Ljubljana, capital of the Socialist Republic of Slovenia, walking through winding narrow streets lined with old buildings, some with painted fronts, to a "typical" restaurant, The Rotovz, where the meal costs around 850 dinars. At the current exchange rate of 570 dinars to the pound it was incredible value.

Next morning we wandered around the Central Market goggle-eyed at the amazing selection and quality of the herbs and spices, vegetables and fruit all at give-away prices but how easy to get them home?

continued



### Sacred soil

continued

It was the place where the Gestapo put an end to my nocturnal ramblings by locking me up in the underground cellars of their interrogation centre just off Adam Mickiewicz Street. As the stark building's basement has since been turned into a museum of oppression, my local guide was able to take me straight there. My return provoked much interest, and sparked off a spasm of registration and note-taking which, I am happy to say, gives me a tiny place in the great heritage of Cracow.

To be part of this city of Polish kings is an honour indeed. Legend has it that, in the beginning, there was Krak, a prince and chieftain, who raised a stronghold on the hill called Wawel. Around this stronghold, high above visited by merchants from the south of Europe seeking Baltic amber, and others from the west on their way to Ruthenia and Byzantium. The city grew and prospered, to witness the formation of the Polish state, whose rulers were to transfer the nation's capital from Gniezno to Cracow in the 10th century, until the end

of the Polish kingdom, Poland's kings were crowned and entombed here. History seeps from old buttresses and the red brick walls of Gothic churches and pastel-coloured houses. The royal castle and cathedral on Wawel Hill are the chief monuments of the city's royal days and the castle's beautiful, arched courtyard is one of the gems of the Polish Renaissance architecture. An area of particular charm, veined with narrow streets and lined by period houses, is that between the Krakow and St. Florian's Gate - both remnants of the medieval city walls, about which are now hung artists' pictures for display and sale.

But the showpiece of the city centre is the Main Market Square, with its imposing Gothic cloth hall, rebuilt in the Renaissance style and remaining a market to this day. The Church of Our Lady, standing in a corner of the square, is an imposing edifice, well known for the ritual of the hourly bugle-calls sounded from one of the two steeples to commemorate the legend of the trumpeter killed by a Tartar arrow in 1281. Twenty-four times a day the call ceases abruptly, just as it did when the arrow struck before his attack by a Tartar horde.

North of Cracow is the lovely limestone valley of Olcowa, its cliffs eroded into fantastic shapes and peppered with more than 50 grottoes. It is perfect terrain for gentle rambling, and in the 16th-century Renaissance castle of Beskova Skala offers relaxation and scenery. Even Cracow's industrial suburb of Nowa Huta is not without interest, its modern church a poignant monument to the sufferings of the Polish people. A metal figure of Christ, made out of bullets taken from the bodies of Poles who fell on the 1939-45 battlefields, is particularly moving. Forty miles west of the city is the most terrible monument of all, Oswiecim, site of the still-standing Auschwitz concentration camp.

The poet, Stanislaw Wyspianski, wrote of Cracow: "Everything is Poland here, every stone and pebble, and everyone who enters here becomes part of Poland."

**Travel Information**  
Polorbis, 182 Mortimer Street, off Regent Street, London W1J 1JH. The London branch of the Polish State Tourist Bureau (Orbis) will provide all travel information. There are daily direct flights by LOT to the nearest

Vienna: away from the concrete

## The Prater

NICHOLAS HODGES

When your feet have had enough of Viennese pavements and your eyes are glazed by the capital's richly decorated streets, then visit the Prater.

Originally Maximilian II's hunting grounds, the royal park is also a pleasant reminder of Joseph II, for it was he who opened the area to the public in 1776. His advisers thought him mad. By admitting the lower echelons of society, it was considered he would be unable to avoid mixing with his inferiors: something to be prevented at all costs.

Rudolf II would have disapproved of Joseph's generosity. During Rudolf's reign, at the end of the 19th

century, entry to the Prater was by permit, obtainable only from his chief master, the notorious Hans Bengel. Such was Bengel's unhelpful nature that few permits were issued. Over the years his name has passed, as a noun, into the German Language, and to be called a Bengel today, is to be called a lout or a rogue.

It was here in the middle ages that the court celebrated the end of the cold winter by searching for the first violet; wining was considered, by the courtiers and their ladies, to be a considerable coup. No matter how cold or how leafless the trees, when the first peeping violet was discovered in the overgrown winter's iron grip, spring was joyfully announced.

Joggers jog in the Prater and cyclists

Between the Alps and the Adriatic

continued

From Ljubljana we headed north through the Sava Valley for the 45-minute drive to Bled, passing through lush green countryside dotted with villages whose white churches and tall spires could be seen from miles away.

Bled lies close to the Austrian border which we crossed that afternoon spending the night in Klagenfurt, capital of the Province of Carinthia and which sits at the eastern end of the "Wörthersee", the largest of some 200 lakes in the Province. These are known as "the warm lakes" since the water reaches 26°C in July and August and so it isn't surprising that, in this landlocked country, this is a popular area for swimming, sailing, water-skiing, fishing, riding, golf and tennis. Brahms stopped here to compose his 7th Symphony on his way to Italy but got so farther.

Our next watering-hole was Bad Ischl in the heart of the Salzkammergaut, the Lakes and Mountains region. Bad Ischl has been a spa and meeting place for prominent men in politics and music for the past 150 years and was famous during the Austro-Hungarian Empire. Emperor Franz-Joseph spent his summers here for 66 years refusing ever to use the telephone or to travel by motor-car, except for just one occasion when Edward VII came to Bad Ischl for "Die Kur" (the cure) after which he said of this form of transport "a lot of noise and a bad smell".

Zauner's is a pastry-shop par excellence where the Emperor would come for morning coffee and you can still do so today accompanying your cup of coffee with a cream slice topped with wild strawberries, a wedge of *sacher-torte* or *apfelstrudel* or chocolate hedonism. A box of chocolate crisps costs around 20.

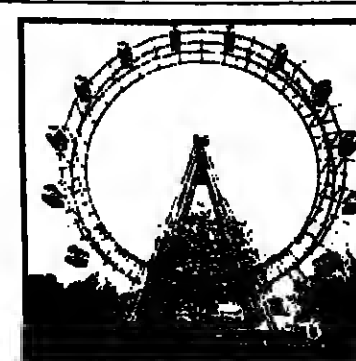
South of Bad Ischl at Obertraun we took the cable-car up to Seehenberg, the starting point for the 1-25 million-year-old Dachstein Caves where we strolled through bizarre ice-palaces in the fairy tale world of the Giant Ice Cave and the Mammoth Cave whose icy battlements, peaks, towers, dome halls, gorges, crevasses and crystalline mountains of ice are lit up at the flick of a switch.

Back in Bad Ischl we were taken to see the Emperor Franz-Joseph's Villa. It was raining and we were tired and looking to relax over dinner and so paid scant attention to the man in the crumpled jacket and baggy old trousers who showed us through a series of rooms explaining in great detail every object d'art, picture and piece of furniture. Back in the entrance hall our guide bade him farewell, inclined his head and said "How kind of you, Your Imperial Highness, to show us your family home." He was, of course, none other than the great-grandson of Emperor Franz-Joseph.

**Travel Information**  
For further information about the Alps area contact The Italian State Tourist Office, 1 Princes Street, London W1R 8AY Tel 01-408 1264. Thomson Holidays (main office Greater London) 100 Tottenham Court Road, London NW1 7SD Tel 01-387 9544 feature holiday brochures for all the Alps and the mountains.

continued

EXTRA



cycle. At a quiet pond, dogs retrieve sticks and lovers hold hands. Through the trees are bowling alleys, football pitches, tennis courts, rare tracks and trade fairs. But head away from the concrete and keep walking and there is nothing except trees and the occasional glimpse of a brown squirrel or a cackling woodpecker.

But if it's too quiet for you, then a visit to the top of the Prater is necessary. Simply look for the 64 metres high ferris wheel and you can't go wrong. The wheel takes about 15 minutes to turn full circle and the views from the attached cabins certainly enable the visitor to view the city from

a new, albeit giddy, angle. The wheel pauses regularly, allowing time to identify the landmarks and to enjoy the views over the surrounding coloured, tram-scuttling streets and the trees umbrelling tops.

There are photo-guides inside the cabins which allow one to pick out all the major Viennese buildings. For example, the nearby spire of St Othmar-kirche. Easily identified too, is the tower of the cathedral with its jazzi carved roof, and northern tower which houses the Pommerin hell, at 21 tons, the biggest in Austria. There are other churches too: the Leopoldskirche, the Ruckuskirche, the Carmelite and the red-roofed Francis of Assisi.

The big wheel is famous as the co-star with Joseph Cotton and Orson Welles in *The Third Man* and still from the film can be inspected near the pay booth. There are also prints showing a forlorn wheel surrounded by the dereliction of World War II when it was burnt and badly damaged.

Like the medieval wheel of fortune, one cannot remain at the top forever; the wheel turns inevitably, inevitably. And as one's fortunes fluctuate, so does the view. As I descended, the spires and the towers, that heady feeling of being among the subjects

raised in celebration of God, dipped below the full, rounded, Viennese buildings to be replaced by an evil, grinning pirate face: one-eyed, knife in mouth, a cardboard ogre. All the fun of the fair.

Up there, the trees and their leafy canopy hide the gaudiness which marks this end of the Prater, which is a permanent fairground. Down here on earth is a variety of brass, noisy, exciting activities: dodgem cars in a hall of flashing neon, smooch-tugging, girl-screaming, big dippers, puppet theatres, merry-go-rounds, ghost trains and crazy golf. Here too are crows, acrobats, pin-ball wizards, lurs and restaurants. The whole area is enlivened and charged by never-failing flashing lights and blaring pop-music. There are ice cream stalls, vast colourful caterpillars to climb through and plastic elephants to climb over, and as much noise as you want.

It all depends on what you are looking for, but music, art and high culture are confined to the serious side of Vienna: the concrete side, the trapped-in-the-city side. The Prater offers a respite where you can live it up or not. It might be hackneyed to say it has something for everyone, but that may well be the truth. Give it a try.

## Hopper's guide

The French Channel Ports: A Visitor's Guide, by David Wickers and Charlotte Atkins, Paperback, £4.95.

Whether you choose your channel crossing for a pre-Christmas shopping spree, a short-break in Normandy, or for the quickest route to the south, David Wickers and Charlotte Atkins' practical guide to the nine ports is packed with ideas.

Day trippers don't have much time to spare. The authors direct them from ferry or hovercraft straight to the best

pastisseries, fromageries and places to stock up on wine. There are plenty of suggestions for the most important decision of the day - where to have lunch; that is, if there's a moment left between the market and hypermarket and a quick look at the cathedral and castle.

Those who have more time are guided to some of the attractions of the countryside surrounding the ports. The Calvados region near Caen, Cap la Hague, near Cherbourg, pretty Normandy fishing villages in reach of Dieppe, and the Breton resorts of Dinan and Dinard near St Malo are just a few of the reasons for staying longer. I can't help but envy the authors' their thorough researches of places to stay. They range from simple family-run alberges, to 3-star hotels, and - like the rest of the guide - cater for all tastes and budgets.

Mary Cruickshank

## No-Puzzles...



The NEW 1988 Tours Programme for Schools features:

• Straightforward Pricing - No Hotel Supplements; No Currency Surcharges.

• The Most Competitive Deal To The USA.

• Small Party Specials - A Unique Offer for Small Groups.

• Greater Choice of Resorts and Accommodation.

• Extensive Selection of Study Workbooks to Complete Your Tour.

PLUS  
EXCITING NEW ACTIVITY HOLIDAYS: UK, SOUTHERN SPAIN, FRANCE, GREECE.

PLUS  
NEW CHOICE OF DESTINATIONS: USA, GREECE AND SPAIN.

...with Hourmont all the pieces fit!  
Hourmont Limited  
Brunel House  
Newfoundland Road  
Bristol BS2 9LU  
Tel 0272 426661

**TOPS ADVENTURE**

**1ST CHOICE FOR RESIDENTIAL ADVENTURE COURSES**  
UK and European Adventures for Schools and Youth Groups

with the emphasis on serious instruction and pupil achievement. Middle/Senior.

**MEDITERRANEAN & AEGEAN WATERSPORTS**  
Adventure and discovery in the South of France. Middle/Senior. Spanish/Sunports: Interactive watersports programme with a taste of Spain. Senior. Turkish Adventure: New for 1988: Aegean watersports in this historical country. Middle/Senior.

**EDUCATION & ADVENTURE**  
French Experience & Mediterranean Explorers: Adventure and discovery in Northern and Southern France. Junior/Middle/Senior. East meets West: History, culture & watersports in Turkey. Junior/Middle/Senior.

Tops Holidays 34-36 South Street, Lancing, West Sussex BN15 8AG

FOR FULL INFORMATION RING  
DEBORAH COLLINSON  
(0903) 745581

5723X  
ATOL 1432

**The Superior Selection**

- \* carefully chosen, high quality hotels
- \* precision itineraries
- \* exciting excursions
- \* no currency surcharges

Phone 0293 551 731 for your 1988 brochure now, or write to:  
**SCHOOLDAYS Europe House,**  
East Park, Crawley, W. Sussex RH10 6AS.

**Schooldays**

ATOL 487A

**CHEAPEST WINTER SKIING IN THE BEAUTIFUL SWISS ALPS**  
Apply NOW for prices and details of our Inspection Visit  
Inclusive of 3 FREE days full board and lodging.  
**FERIENDORF**

2064 Fenchel Switzerland  
TELE 01041-28 71 44 03

2 Grosvenor Gardens, London SW1 6D  
TELE 0932 244425

**AFRICA**

A wide range of Safaris and expeditions throughout Africa from £250.00.

Overland expedition LONDON NARONI 15 weeks from £1,370.00

Extensive programme of safaris and expeditions in Tanzania and Kenya.

**TRAVEL**

12 Grosvenor Gardens, London SW1 6D  
Telephone 01-275 3024

**SCHOOL AND GROUP TRAVEL WORKSHOPS**

In preparation for the 1988 travel and holiday season, we are offering a series of workshops for schools and groups. These workshops are designed to provide a practical and enjoyable way of learning about travel and holiday destinations.

**MANCHESTER UNIVERSITY**  
Workshop 1: Introduction to Travel and Holiday Planning  
Workshop 2: The Travel Industry  
Workshop 3: The Travel Agent  
Workshop 4: The Travel Book  
Workshop 5: The Travel Map  
Workshop 6: The Travel Guide  
Workshop 7: The Travel Brochure  
Workshop 8: The Travel Agency  
Workshop 9: The Travel Company  
Workshop 10: The Travel Service

**SOUTHAMPTON COLLEGE**  
Workshop 1: Introduction to Travel and Holiday Planning  
Workshop 2: The Travel Industry  
Workshop 3: The Travel Agent  
Workshop 4: The Travel Book  
Workshop 5: The Travel Map  
Workshop 6: The Travel Guide  
Workshop 7: The Travel Brochure  
Workshop 8: The Travel Agency  
Workshop 9: The Travel Company  
Workshop 10: The Travel Service

**LONDON**  
Workshop 1: Introduction to Travel and Holiday Planning  
Workshop 2: The Travel Industry  
Workshop 3: The Travel Agent  
Workshop 4: The Travel Book  
Workshop 5: The Travel Map  
Workshop 6: The Travel Guide  
Workshop 7: The Travel Brochure  
Workshop 8: The Travel Agency  
Workshop 9: The Travel Company  
Workshop 10: The Travel Service

**EA TRAVEL TO LEARN THE LANGUAGE**

Short term courses of travel and language in France, Germany, Italy, Spain, and the USA. All courses are designed to provide a practical and enjoyable way of learning about travel and holiday destinations.

**EA**

12 Grosvenor Gardens, London SW1 6D  
Telephone 01-275 3024

**TRAVEL TO LEARN THE LANGUAGE**

Short term courses of travel and language in France, Germany, Italy, Spain, and the USA. All courses are designed to provide a practical and enjoyable way of learning about travel and holiday destinations.

**EA**

12 Grosvenor Gardens, London SW1 6D  
Telephone 01-275 3024



EXTRA

France: a great deal to offer the walker

# Beginners and bionics

DAVID WICKERS

When it comes to space, France has a great deal to offer the walker. It is twice the size of Britain and yet filled with roughly half the number of people. Although it is the French who coined the phrase *une journée de sentier*, *l'un jour de santé* (one day on the trail makes for eight healthy days) they don't all, fortunately, practise what they preach. Except in the month of August, France's peak holiday time, the national network of footpaths remains relatively unexploited.

There's a simple scope for both beginners and bionics since the diversity of scenery is so enormous. Walking in France also means not only the delight of its landscapes but more sunshine, better food and wine and generally lower prices than you'll find on this side of the Channel. After a few days' trail tramping it is remarkably easy to justify a hefty intake of such culinary treats.

The country's star trails are the *Sentiers de la Grande Randonné*, a magnificent 30,000 kilometre treasury of rural footpaths that infiltrate even the most remote areas of the country. They lead walkers through scenery that will suit all moods and physical abilities, from the demanding GR5 from Lake Geneva, across the Alps to the Mediterranean, or the similarly tough GR10 traverse of the peaky Pyrenees, to the gentler gradients of the GR3 along the valley of the Loire from source to sea. There are other non-strenuous hikes such as the route through the forests of Burgundy, or along the ragged, naturally sculpted coastline of Brittany. Some routes are circular, some linear and all are extremely beautiful.

A walking holiday in France is not complicated to plan. All the GR footpaths are numbered, and well waymarked, with distinctive red and white flashes on trees, telegraph poles, rock faces, walls, gateposts and the like. In the direction of travel, each route is also fully described in one of the series of a hundred plain language guides. Although written in French, the text isn't hard to translate with the combination of school French and a small dictionary. They also contain detailed (though not too well reproduced) topographical maps with the footpaths marked on a 1:50,000 scale, plus notes on shops, campsites, accommodation etc. The series of 1:25,000 scale maps produced by IGN (see below) are a general guide to France, before choosing an area to walk. (There's a small free one showing all the GRs available from the French Government Tourist Office). A map that shows the overall physical characteristics of the regions is important so that you don't opt for a terrain that turns out to be too demanding for your level of fitness. If your everyday life is sedentary, and you're past the first flush of youth, the choice of a mountainous region would

be foolhardy. Be weather wise, too. The southern and central parts of France are not really conducive to summer rambling as the heat is too oppressive.

You can choose to spend the entire holiday committed to a single GR footpath, perhaps one with a "theme" such as following in the wake of Robert Louis Stevenson's *Travels with a Donkey* along the 190km route that starts near Le Puy de Gard in the Cévennes or the famous 1000km pilgrim's "Road to Compostelle" from Le

and villages along the way. In addition, hotels and guest houses, many of which have *gîtes d'étapes*, simple overnight lodgings found at strategic intervals which cost less than £10 a night.

Those who prefer to travel in a party, accompanied by a leader who intimately knows the countryside, find a wide range of organized walking holidays to many parts of France. Among the companies specializing in this market are Waymark Holidays, 295 Little Road, London SW6 7LZ (01-385 5015), Countryside Holidays, Birch Hey, Cromwell Range, Manchester M14 6HU (061-225 1000), Holidays, 142/144 Great North Way, London NW4 1EG (01-203 6411).



Puy along the GR65 in the Spanish frontier.

Walkers with limited time can take advantage of waymarked feeder paths to the main GR routes, so that a circular route can be tailored to the length of the holiday. Or, alternatively, one can stay at one centre and make daily forays along the local paths. There are supposedly three times as many of the smaller *sentiers du pays* as GR routes; just ask for details at the local Syndicat d'Initiative or tourist office.

If you want to explore the remotest parts of the country, the *arrivées-pays*, you will need to backpack, carrying a tent, sleeping bag and pad, cooking stove, food and other self-sufficient necessities. But, throughout rural France, it is fairly easy to find inexpensive accommodation in small towns

Rambler's Holidays, 13 Longwood House, Fetherne Road, Walsby, Croydon City, Herts AL8 6PQ (0707 31133).

**Travel Information**  
Maps and Topo Guides to France are available from Stanfords, 12-14 Long Acre, London WC2 9LP (01-836 1321) and McCarty, 122 Kings Cross Road, London WC1X 9DF (01-278 8278). Your journey takes you via Paris by way of the IGN Map Shop (the equivalent of our Ordnance Survey) at 107 Rue de Boile, just off the Champs Elysees. For general information on the region of France contact the French Government Tourist Office, 178 Piccadilly, London W1V 0AL (01-499 6911).

David Wickers (with Rob Hunter) is the author of "Classic Walks in France" (Oxford Illustrated Press).

## Classics

Classic Walks in Great Britain. By Bill Birrell. Oxford Illustrated Press £14.95. 0 1946609 32-2.

The Great Bicycle Adventure. By Nicholas Crane. Oxford Illustrated Press £9.95. 0 1946609 34 9

By coincidence, only a few feet separate the cover photographs of each book - high on Snowdon's Crib Goch ridge. This is however the only link between them, each the latest in its series, "Classic Walks" and "Great Adventures".

Bill Birrell, on his own admission a climber rather than a walker, has obviously spent some frantic and absorbing months fulfilling a publisher's brief to present a varied selection of walks in Britain. The 31 walks range from the Saxon Way in Kent to the North West Wilderness of Scotland, from three hours to three weeks in duration, and are lavishly illustrated. A concise database of maps, local information, services and route descriptions precede each essay. As a

personal pilgrimage it evokes enthusiasm and devotion, but therein lies a dilemma. It is all too much for one man's head and feet, and the partly anthropological approach - seven of the essays are by other writers - only emphasizes the need for a greater range of styles, emphases and experience in both the writing and the photography. Only in the Scottish exhilaration can one sense a genuine enthusiasm for the walks.

One is left with the impression that it misses out on both colour and a coffee table browser it lacks impact and quality of reproduction and as a guide book of merit it lacks the detail and originality to appeal to the serious walker.

Nick Crane has an easier brief and is well-qualified for the task as for 20 years he has cycled over the horizon. Combining a zest for travel and innovation he writes from a great reservoir of rich and colorful experiences, many of which, like the ascent of Kilimanjaro and the traverse of the Welsh 3,000 foot peaks, were first of their kind. By page six he has been over the handlebars twice and, even if one suspects some literary licence is afoot, the sheer exuberance of his escapades makes delightful reading.

Bob Lancaster

## THANK YOU MR FIDDES.



"Northampton School for Boys have always been very satisfied with Schoolplan's services. The Area Travel Adviser and staff have always been most co-operative and helpful.

In recent years we have travelled with Schoolplan to Oosterschelde, Grossmünz and Ciampi Montagna, and are currently preparing to undertake a trip to Boppard next Easter.

The accommodation and food have always been of a high standard, and hotel staff most obliging.

Drivers have always been most helpful and friendly, and their intimate knowledge of the areas visited has ensured that the programme of excursions undertaken has been very informative and enjoyable.

All things considered, we are impressed with the value for money offered by Schoolplan."

Mr H. M. Fiddes, Head of German Department, Northampton School for Boys.

Ring for a brochure now.



**HOTLINE**  
0293 517566  
Europe House, East Park, Crawley,  
W. Sussex RH10 6AS.  
Tel: 01293 517566. ATOL 1890

### PRIMARY EDUCATION

continued

**BURY METROPOLITAN BOROUGH OF BURY**  
An Equal Opportunity Employer

**EDUCATION DEPARTMENT**

**TEACHER ISCALE 91**

Required for 1st January 1988 at St. John's C.E. Primary School, 1000 Church Street, Bury, Lancashire M9 6AN. An enthusiastic, energetic, and motivated teacher to join our team. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**

**THE DUKE OF BEDFORD**

**TEACHER**

Required for January 1988 at St. Peter's C.E. Primary School, 27043, Peterborough, Cambridgeshire. The successful candidate will be responsible for the teaching of English, Mathematics, and Science. The post is full-time, 38 hours per week, and offers a competitive salary and excellent benefits. Applications should be sent to the Headteacher, Mrs. A. V. Oudley, West Middlesex, B65 9JG.

Application forms and further details obtainable from the Director of Education, Bury Education Office, 1000 Church Street, Bury, Lancashire M9 6AN by 25th September, 1987. Closing date: 25th September, 1987. 110080

**Scale 2 Posts and above**

**CAMBRIDGESHIRE**

**EQUAL OPPORTUNITY**



**Closing dste: 25th Ssptember 1987**

**Tel: 01-2403013**  
**MAGICAL TEACHER**

**BARNET**  
**LONDON BOROUGH**

September, 1987,  
117875) 11002

**Punjab** an advantage  
**Bcole.**

education training for probationers and a high

West Square, SE11  
Tel 01-735 5598, Fax

## Posts

Steele's Place, Hampstead.  
NW3 1HU Tel 01-431 0961  
Roll: 207 Hand: Patrick Hand

Mr E. G. Williams  
- Scale 1

full-time permanent posts to cover longer term absence in

ESSENTIAL TO QUOTE  
REFERENCE

Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 29/9/87, Education Office, 379-383 High Street, Stretford E15 4RD.

**STREETSBROOK INFANT  
SCHOOL**  
Ralph Road, Shirley,  
Boltbuhl, West Midlands  
B80 5LB  
Tel: 021 744 5245

for a vertically pruned first and second year class, introduced in developing the established and lively curriculum areas of computers/science throughout this richly multi-ethnic school. Outer London and East of England

**N19 7HE**  
**Tel: 01-445 5478**  
**RPI: 187**  
**Junior ciga toucher. An in-**  
**terest in Music would be an**  
**advantage, but, please state**  
**other interests.**

The successful will be encouraged to present and establish initiatives within their constituency with a

otherwise (NJS). A Register for pairing potential job-seekers: contact EO/PER/PS7, Room 533, The County Hall, London.

**Required as a Second Language & Literature**  
committed to current and practice in the of children's language writing skills.

Roll: 192. Head: Ken Mines  
Required from 19 October part-  
time teacher 0.5 to help us with  
Section II work.

Roll: 160. Head: Pat Thomas  
Required September Scale 2/  
Science PE teacher to support  
curriculum development and  
monitoring. *Chapman*

**T (B) (EDB) (9-17)**  
Road, St Mary Grey,  
Unit RR6 4ES.

**STEPNEY GREEN (SB)**  
Ben Johnson Road, El 4SQ.  
Tel: 01-780 6381.  
Flr: 1049, Head: D. J. Bennett  
Floor and glass front view.

\$ to schools and resource centres. During the programme would be paid at a daily stipend rate and all travel expenses reimbursed. For more details please contact



Andrew Lockhart, MA,  
Director of Education;  
Education Offices,  
379/383 High Street,  
Stretford, London E15 4RD.

**LONDON  
BOROUGH OF  
NEWHAM**

An Equal Opportunity Authority

**BARNET**  
**LONDON CROUCH**  
 REFORMED JANUARY 15, 1888  
 ALL SAINTS' C.E.M.I.  
 815  
 Oakdale Road North,  
 Whitstone N40 2EZ.  
 Tel: 01-442 9251  
 Ref: 850  
 Experienced Junior class  
 teacher to co-ordinate and  
 develop the teaching of music  
 throughout the school. All  
 subjects have a musical  
 dimension. The school  
 groups six choirs and  
 provides support.  
 Annual expenses and  
 parental allowance

**BROMLEY**  
**ST. ANTHONY'S R.C.**  
 PRIMARY SCHOOL  
 Greenes Road, Bromley  
 SE18  
 Tel: 01-778 7651  
 For January  
 Teacher for a class of  
 Reception infants.  
 An enthusiastic person  
 willing to take part in  
 full life of the school  
 and to assist in the  
 development of a  
 catholic education.  
 Will be required  
 Application  
 details for the Head  
 Arrangements for visit

**BELLENDEN (JM&I+NC)**  
Fleegham Street, Peckham  
SE16 4PF. Tel: 01-732 774  
Rd: 180 + 25 P/T.N.  
Head: Mrs Eve Hamby  
Required asap Scale 2 teacher  
for Language and Library.  
Experience and enthusiasm  
essential. Please apply as  
possible teacher for upper  
preparatory. Prepared to implement  
developed language policy.

**SEVEN MILLS (**  
Malabar Street,  
Isle of Dogs, E14  
Tel. 01-987 2355  
Post: 193 + 30 N  
Head: Miss J.C.  
Required Sept  
with responsible  
Mathematics or  
Experienced sta  
willing to lead w  
Initiatives.

**LABURNUM (MMH+N)**  
Laburnum Street, E2 3BA.  
Tel: 07-739 3719. Roll: 230 in  
nursery, Group 4 BPA.  
Heads: Gill Raine  
Required January 1988 Scale  
Creative Arts. Primary teacher  
required immediately to take a  
class and to coordinate creative  
arts throughout the school.

2) Class teacher required to encourage the development of Creative Arts throughout the school (Scale 2 post).

**WORMHOLE PARK  
(JMB+NC)**  
Brenny Road, W12 6SR.  
Tel: 01-743 5073. Roll 240.  
Head: Mrs J. Ramsey  
Required September part-time re-medial teacher 0.5 (2; days) per week.

**Scale 1 Y:**  
to teach through

**ROYAL  
Pond Street**  
Tel: 01-70  
Head: R.  
Required  
terminal-  
Supply in  
this ad.  
Individual

Scale 2: Experienced secondary teachers rejoin a team of personal teachers who cover for short, medium or long term, PGCE 90/87. Application forms and details are available from PER/PS3(a), Room 70, The County Hall, SE1 7LH. Tel: 01-533 6218/6017. Closing date: 18th Sep.

ERASMUS CANADIAN CENTRE  
FOR DIVISION 2 (CAMDEN  
AND WESTMINSTER)  
Section 2 Periparteto Teachers  
of E.B.L. (Secondary).  
There are two vacancies for  
Secondary E.B.L. teachers  
required to support the learning  
and language development of  
bilingual pupils in Secondary  
schools in the Division.  
Post Ref: 87/07.

**Authority**  
**ILEA**  
**IS AN EQUAL**  
**OPPORTUNITY**  
**EMPLOYER**

Application forms (FBI/Scap  
a.s.) obtainable from and  
returnable to the school by  
325, Clarendon, 1987.  
(34885) 110022

returnable  
Nylon Chamberlain at 00  
00000 Road, Amherst  
255, Clarendon, 1987.  
110014



---

**SURREY**  
EDUCATION  
STATIONARY  
AND MIDDLE  
Green Street  
Required  
two experienced  
main areas  
£13,000.  
The post  
responsible  
Maths in the  
Practical  
preferred.  
Applicants  
Area, Sdu  
Monument  
Surrey, KT  
rides 8528

copies of which are  
available on request.

**SURREY**  
EDUCATION  
WALLACE  
MIDDLE  
Oorling Dr  
KT17 3BH  
Required f  
lively, ent  
take a lov  
class.  
An inter  
approach t  
children i  
hand exper  
An abilit  
would be r  
Applicat

**SURREY**  
EDUCATION  
ST JOHN'S  
SCHOOL  
Pendleton  
4JP  
Tel: Rodh  
Main Sc  
One £7,68  
required  
or as soon  
lor. Mu  
Please st  
ationers v  
Applica  
er detail  
teacher. (

**SURREY**  
**EDUCATION**  
**ST. JOHN**  
**SCHOOL**  
Markfield  
CR3 8RN  
Toll Call  
Main School  
required for  
a reason  
enthusiasm  
advantage  
the best  
practice  
Christian  
are more  
Applicants

**SURREY  
EDUCATION  
WEYBROOK  
SCHOOL**  
Knights Road  
Surrey OX11 1JH  
Main School  
for Janus  
and Inter  
Music de  
other alr  
Applic  
pleas) f  
(34278)

**SURREY  
EDUCAT  
SOUTH P  
MIDDLE  
Menin W  
OUS SDY  
Required  
Main Sc  
ordinator  
Group 8  
be o me  
team. Th  
choir and  
Applic  
please)  
(842771**

**WAKEFIELD**  
Please see  
Page 76.

Phone  
tissimon  
(85437

copies of which are  
available on request







## SECONDARY HEADSHIPS

**HEREFORD AND WORCESTER COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
WOMORE HILL SCHOOL  
Wigmore, Leominster  
Herefordshire HR8 5W

Required for January 1988. Headteacher for this Group 8 High School with 300 pupils on roll, one range 11-16 years.

Further particulars and application forms available from the County Education Officer, Castle Street, Worcester WR1 3AG on receipt of a completed form (11/855) 130010

**KENT COUNTY COUNCIL**  
EDUCATION OFFICE  
EAST KENT AREA  
SCHOOL CHANCE  
10000 Lane, Canterbury CT1 2BU

Applications are invited for the post of Head Teacher of this school from Easter 1988. Details and application forms available from the Area Education Officer, 18 London Road, Canterbury CT2 8LT (0480) 210.57. (38527) 130010

**NORTHAMPTONSHIRE**  
NORTHAMPTON SCHOOL  
FOR GIRLS  
Shinney Hill Road  
Northampton NN1 3DG

Headteacher - Group 11

This is a well established single sex comprehensive upper school for girls of approximately 250 students including 80 in the sixth form (age range 13-18). The school was purpose built in 1977, and draws students from the whole of the town and surrounding area.

Northampton School for Girls is designated a community school; there is a Youth Wing on the site and the school is an Adult Education Centre. The school hall, the Spinney Hill Hall, offers excellent scope for concerts, drama, music and conference and is also well used by the local community.

The appointment will take effect from 1 September 1988.

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

**SUNDERLAND BOROUGH COUNCIL**  
EDUCATION DEPARTMENT  
HETTON SCHOOL  
North Road, Houghton Le Spring DH5 5JZ

Required for January 1988. Headteacher for this Group 11 school. You will be responsible for the oversight of the pastoral system, including careers and guidance work.

For further details please contact Mr. J. D. Brown, Tel: 0191 250 1000. Closing date 25th September 1987. (11064) 130010

Deputy Headships  
Second Masters/  
Misses

**BARNESLEY METROPOLITAN BOROUGH COUNCIL**  
EDUCATION COMMITTEE  
BARNESLEY HIGH SCHOOL  
Churchfield Lane, Kearsbrook, Barnsley S75 5EW

Required for January 1988. Deputy Headteacher for this Group 11 school. You will be responsible for the oversight of the pastoral system, including careers and guidance work.

For further details please contact Mr. J. D. Brown, Tel: 0191 250 1000. Closing date 25th September 1987. (11064) 130010

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

**ROYAL COUNTY OF BERKSHIRE**  
AN EQUAL OPPORTUNITY EMPLOYER

**Redbridge**  
London Borough

**Deputy Headships**  
(Group 10: Outer London Allowance £795)

Required for January 1988, two Deputy Heads for the following 11-18 co-educational 6-8 comprehensive schools in the Borough.

The posts provide excellent opportunities for innovative, enthusiastic and ambitious teachers to play a key role in the management of change at these schools at an exciting phase in their development and to assume major responsibility for the organisation, implementation and the evaluation of the curriculum.

If you have a strong, demonstrable commitment to curriculum development, a broad overview of current trends across the subject disciplines and proven management skills, please write to or phone the Headteachers below for application forms, further details of these posts and the Redbridge Brochure. (Closing date for return of forms: 25th September 1987).

\*Removal and relocation expenses (up to £3,600) are payable in approved cases.

**Second Deputy Head**  
Chadwell Heath High School  
Christie Gardens, Chadwell Heath, Romford, Essex.  
RM6 4RS. Tel: 01-599 2600/2623

\*Headteacher: Mrs. O. Widdow

**First Deputy Head**  
Hainault High School  
Harbour Road, Hainault, Ilford, Essex. IG6 3TN.  
Tel: 01-500 4266/4742

\*Headteacher: Mr. J. Wootton

**AVON COUNTY COUNCIL**  
CHIPPING SODBURY SCHOOL  
Boswell Road, Chipping Sodbury, Stroud District, Gloucestershire GL5 2JZ

Required for January 1988. Deputy Head for this Group 11 school. You will be responsible for the oversight of the pastoral system, including careers and guidance work.

For further details please contact Mr. J. D. Brown, Tel: 0191 250 1000. Closing date 25th September 1987. (11064) 130010

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

**BERKSHIRE**  
ROYAL COUNTY OF BERKSHIRE  
EDUCATION DEPARTMENT  
CHIPPING SODBURY SCHOOL  
Boswell Road, Chipping Sodbury, Stroud District, Gloucestershire GL5 2JZ

Required for January 1988. Deputy Head for this Group 11 school. You will be responsible for the oversight of the pastoral system, including careers and guidance work.

For further details please contact Mr. J. D. Brown, Tel: 0191 250 1000. Closing date 25th September 1987. (11064) 130010

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

## SECONDARY DEPUTY HEADSHIPS

**BRADFORD CITY OF BRADFORD**  
METROPOLITAN COUNCIL  
EDUCATION DEPARTMENT  
CHIPPING SODBURY SCHOOL  
Boswell Road, Chipping Sodbury, Stroud District, Gloucestershire GL5 2JZ

Required for January 1988. Deputy Head for this Group 11 school. You will be responsible for the oversight of the pastoral system, including careers and guidance work.

For further details please contact Mr. J. D. Brown, Tel: 0191 250 1000. Closing date 25th September 1987. (11064) 130010

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
CHIPPING SODBURY SCHOOL  
Boswell Road, Chipping Sodbury, Stroud District, Gloucestershire GL5 2JZ

Required for January 1988. Deputy Head for this Group 11 school. You will be responsible for the oversight of the pastoral system, including careers and guidance work.

For further details please contact Mr. J. D. Brown, Tel: 0191 250 1000. Closing date 25th September 1987. (11064) 130010

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

**DEVON COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
CHIPPING SODBURY SCHOOL  
Boswell Road, Chipping Sodbury, Stroud District, Gloucestershire GL5 2JZ

Required for January 1988. Deputy Head for this Group 11 school. You will be responsible for the oversight of the pastoral system, including careers and guidance work.

For further details please contact Mr. J. D. Brown, Tel: 0191 250 1000. Closing date 25th September 1987. (11064) 130010

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

**KENT COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
CHIPPING SODBURY SCHOOL  
Boswell Road, Chipping Sodbury, Stroud District, Gloucestershire GL5 2JZ

Required for January 1988. Deputy Head for this Group 11 school. You will be responsible for the oversight of the pastoral system, including careers and guidance work.

For further details please contact Mr. J. D. Brown, Tel: 0191 250 1000. Closing date 25th September 1987. (11064) 130010

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

Closing date 25th September 1987

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 130010 (15031)

Deputy Headships  
Second Masters/  
Misses

Further details and application forms are available from the Education Officer, 67/71 Northampton House, Northampton NN1 6XK on receipt of a large S.A.E.

**LEICESTERSHIRE**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
CHIPPING SODBURY SCHOOL  
Boswell Road, Chipping Sodbury, Stroud District, Gloucestershire GL5 2JZ

Required for January 1988. Deputy Head for this Group 11 school. You will be responsible for the oversight of the pastoral system, including careers and guidance work.























SECONDARY SCIENCE

continued

HAMPSHIRE

**KING RICHARD ACADEMY**  
Alleyway Avenue, Portsmouth,  
Portsmouth PO3 6PZ  
Required for January 1988 or  
September 1988 for a full time  
Science Teacher. The school has  
a reputation for excellence in  
science. Further details available  
from the Headmaster. 154818  
The County Council provides a  
policy of equality of opportunity.  
Applications particularly  
welcome from people with disabilities.  
Closing date 25th September  
1987. 154818

KENT

**COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
NORTH KENT AREA  
TEMPLETON ROAD  
Bromley Form 100.  
Required for January 1988.  
Head of Science, Order 4. An  
enthusiastic and experienced  
teacher to organise and lead  
the department and to develop  
the department's curriculum.  
The applicant should be qualified  
to teach Physics.  
Applications should be made  
by letter to the Headmaster as  
soon as possible. 104818

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers  
taking up permanent appointments from outside the  
County.

SECONDARY SCHOOLS

**Bodmin School, Lostwithiel Road,**  
Bodmin, Cornwall, PL31 1DD.  
Group 12, NOR 1250. Sixth Form of 150.  
**Deputy Headteacher**  
Required for 1st January 1988, in this large split-site  
community school, a DEPUTY HEADTEACHER  
(Director of Studies) to be responsible for all aspects  
of curriculum management. Proven experience in  
successful curriculum innovation and delivery is  
essential and involvement with recent national  
curriculum initiatives would be advantageous.  
Application form/further details are available from  
the Headteacher on receipt of SAE.

**Budehaven School, Volley Road, Bude,**  
Cornwall, EX23 8DQ.  
Group 11, NOR 950. Sixth Form of 110.  
**Head of Music: Main Scale**  
Required for September 1987 or January 1988, on  
enthusiastic teacher to lead a small but active Music  
department. The school serves the attractive resort of  
Bude and District. It has a good music tradition, is well  
supported by a strong peripatetic service, and is the  
local string centre for pupils of all ages. Building is  
under way to bring the school onto one site and  
includes a purpose-built music suite.  
Application form/further details are available from  
the Headteacher on receipt of SAE.

**Lancreston College, Dunheved Road,**  
Lancreston, Cornwall, PL15 9JN.  
Group 11, NOR 1100. Sixth Form of 120.  
**Mathematics: Main Scale**  
We wish to appoint an enthusiastic and imaginative  
mathematics teacher who is committed to the  
coursework spirit of GCSE, and is able to teach  
across the full range of age and ability. A knowledge  
of the SMP 11-16 scheme, especially the Green  
course would be useful, but not absolutely essential.  
The post is available from January 1988.  
Application form/further details are available from  
the Headteacher on receipt of SAE.

**Redruth School, Tolgus Hill, Redruth,**  
Cornwall, TR15 1TA.  
Group 13, NOR 1426. Sixth Form of 120.  
**Teacher of children with special  
educational needs: Main Scale**  
Required for January 1988, teacher to work within the  
Special Education Unit in this large comprehensive  
school. The successful applicant will be the tutor in  
charge of a year group of children, all of whom have  
Educational Statements under terms of the 1981 Act  
and will teach across the complete age range.  
Redruth School is on 11-18 mixed comprehensive  
school of 1426 pupils. The school is a split site on one  
campus.

**St Ives School, Higher Tregennen, St Ives,**  
Cornwall, TR26 2BB.  
Group 9, NOR 700.  
**Home Economics: Main Scale**  
Required for January 1988, a teacher to teach  
Home Economics throughout the school.  
Application form/further details are available from  
the Headteacher on receipt of SAE.

**St Ives School, Higher Tregennen, St Ives,**  
Cornwall, TR26 2BB.  
Group 9, NOR 700.  
**Home Economics: Main Scale**  
Required for January 1988, a teacher to teach  
Home Economics throughout the school.  
Application form/further details are available from  
the Headteacher on receipt of SAE.

**St Ives School, Higher Tregennen, St Ives,**  
Cornwall, TR26 2BB.  
Group 9, NOR 700.  
**Home Economics: Main Scale**  
Required for January 1988, a teacher to teach  
Home Economics throughout the school.  
Application form/further details are available from  
the Headteacher on receipt of SAE.

**St Ives School, Higher Tregennen, St Ives,**  
Cornwall, TR26 2BB.  
Group 9, NOR 700.  
**Home Economics: Main Scale**  
Required for January 1988, a teacher to teach  
Home Economics throughout the school.  
Application form/further details are available from  
the Headteacher on receipt of SAE.

**St Ives School, Higher Tregennen, St Ives,**  
Cornwall, TR26 2BB.  
Group 9, NOR 700.  
**Home Economics: Main Scale**  
Required for January 1988, a teacher to teach  
Home Economics throughout the school.  
Application form/further details are available from  
the Headteacher on receipt of SAE.

**St Ives School, Higher Tregennen, St Ives,**  
Cornwall, TR26 2BB.  
Group 9, NOR 700.  
**Home Economics: Main Scale**  
Required for January 1988, a teacher to teach  
Home Economics throughout the school.  
Application form/further details are available from  
the Headteacher on receipt of SAE.

ROTHERHAM

METROPOLITAN  
BOROUGH COUNCIL

Available opportunities

Employer

DEPARTMENT OF  
EDUCATION

MALTY  
COMPREHENSIVE  
SCHOOL

11-18 mixed. Approx.  
1980 on roll. Approx. 149  
in 6th form

Required for January  
1988.

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

SUFFOLK

COUNTY COUNCIL

Available opportunities

Employer

DEPARTMENT OF  
EDUCATION

MALTY  
COMPREHENSIVE  
SCHOOL

11-18 mixed. Approx.  
1980 on roll. Approx. 149  
in 6th form

Required for January  
1988.

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

KENT

COUNTY COUNCIL

Available opportunities

Employer

DEPARTMENT OF  
EDUCATION

MALTY  
COMPREHENSIVE  
SCHOOL

11-18 mixed. Approx.  
1980 on roll. Approx. 149  
in 6th form

Required for January  
1988.

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

CO-ORDINATOR FOR  
SCIENCE SCALE 3

Required for January 1988

</













## PANGBOURNE COLLEGE BERKSHIRE HMC BOYS BOARDING AND DAY APPOINTMENT OF HEAD

The Governors invite applications for the post of Head which will be vacant in September 1988 on the retirement of Mr. P. D. C. Points, the present Headmaster.

Details of the appointment are available from the Clerk to the Governors, Pangbourne College, Reading RG8 6LA. Telephone 07357 2101.

Applications must be submitted by 9th October, 1987. (07101)

## DAME ALLAN'S SCHOOLS

### APPOINTMENT OF PRINCIPAL

Dame Allen's Girls' School (GSA) and Dame Allen's Boys' School (HMC) are two separate Independent Secondary Day Schools in Newcastle upon Tyne. There are approximately 440 pupils in each school, 580 in total.

The present Headmistress and Headmaster will both retire in July 1988 and the Governors are seeking to appoint Principal for both Schools.

The Governors intend to combine education at 8th Form level (only) within the next two or three years. The Principal will be expected to plan and implement this change.

A salary substantially above scale rates will be offered.

Details from and applications in writing to:  
A.G. Mitchell, Clerk to the Governors,  
Dame Allen's Schools, Fowberry Crescent,  
Newcastle upon Tyne,  
NE4 5YJ.

Closing date: 25th September 1987. (17478)

## ELLERSLIE MALVERN

Applications are invited by 16 October 1987 for the post of

### HEAD OF ELLERSLIE

(220 girl boarders and 30 day boarders)  
to succeed Miss Pamela Binyon who retires in April or August 1988.

Further particulars from the Secretary to the Ellerslie School Trust:

Mr. J. C. Lees  
Neville Russell Chartered Accountants  
Britannia House,  
50 Great Charles Street,  
Birmingham B3 2LY. (0308)

## BETHANY SCHOOL, GOUDHURST, KENT

### APPOINTMENT OF HEAD

The Governors of Bethany School invite applications for the post of HEAD from September 1st 1988 on the retirement of Christian Lenzer.

The school is a boarding community of 280 boys, aged 11-18. The present Headmaster is a member of SHMIS.

Full details and application form from the Chairman of Governors, Richard Pengelly, 41 High Street, Tenterden, Kent TN30 6BJ.

Closing date for applications:  
September 28th. (17498)

## Independent Schools

### Headships

#### OVERSEAS

##### ELIZABETH COLLEGE

##### PRINCIPAL

The Directors invite applications for the post of Principal which will be vacant in September 1988 on the retirement of Mr. P. D. C. Points, the present Headmaster.

Full details of the school and the post are available from the Clerk to the Governors, Pangbourne College, Reading RG8 6LA. Telephone 07357 2101.

Applications must be submitted by 9th October, 1987. (07101)

#### REMEDIAL AND SPECIAL NEEDS TEACHING POSTS

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

#### Other Assistants

## By Subject Classification

### Art and Design

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

### Other Assistants

## LONDON 8822

## JAMES ALLEN GIRLS' SCHOOL

## Saint Olmrich Grove 889

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships

## Headships























**Education Department  
Post 16 Division  
(Community Education Service)**

Applications are invited from suitably qualified and experienced persons for the post of Community Education Officer based at Kesgrave High School near Ipswich, to work as a member of the Ipswich and Felstead Community Education Team.

This post demands a high degree of commitment and flexibility and offers an exciting career challenge.

The appointment will be subject to the JNC Conditions of Service and pay: the salary will be JNC Level 3 Print 1 currently £13,400.

Please send for an application form and further details to: County Education Officer (ref MK), Education Department, St Andrews House, Grimwode Street, Ipswich IP4 1J.

Completed application forms to be returned by 25 September 1987.

**Suffolk County Council**

## AREA YOUTH WORKER

Boston North £10,200 — £13,400 p.a.

Experienced youth workers are invited to apply for the above mentioned post, based at Boston Youth Centre, Witham Place, Boston.

Duties will involve professional support to voluntary youth groups in the area as well as the management of the base centre. This person appointed will join a county team of 23 full time Area Youth Workers.

JNC Conditions and salary range level 2, points 3—11 £10,200 £13,400. Removal and relocation expenses will be paid in approved circumstances.

Application forms and further particulars are available from the Director of Education (FE/EN) Education Department, County Offices, Newland, Lincoln, LN1 1YQ. Closing date 25th September 1987.

**Lincolnshire County Council**

## EDUCATION DEPARTMENT YOUTH SERVICE

**HENRY BROWN YOUTH CENTRE, CUNNINGHAM  
CRESCENT, BOURNEMOUTH**

**APPOINTMENT OF:  
DEPUTY PRINCIPAL YOUTH LEADER  
JNC Level 2: £10,200 — 13,400**

Applications are invited from qualified, enthusiastic and experienced persons for this exciting and demanding post based in purpose built premises on a large post-war housing estate.

The person appointed will work within a team comprising three full-time youth leaders, up to ten part-time, residential caterers, part-time secretary and volunteers.

In-service training opportunities and personal support is provided and assistance with removal/relocation expenses will be available in approved cases.

For informal discussion please telephone Bernard Dowling on Bournemouth 102821 201763.

Further details and application forms from the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

**DORSET County Council**

## YOUTH WORKER — BOARD OF EDUCATION

Applications are invited from persons who possess a qualification recognised by the Joint Negotiating Committee for Youth and Community Workers for the Level 2 post of Youth Worker on the staff of the Board of Education. The post is permanent and pensionable on a non-contributory basis (leave for a contribution of 14% towards family benefits) and has a present salary of £9,362—£12,403 per annum. Salary and pension will be dependent on qualifications and experience. A removal expenses grant of up to £1,600 is payable and the present rate of income tax in the Isle of Man is 20%.

The post will provide a stimulating challenge for a well motivated person who will play a major role in the expansion of the Island's Youth Service. The successful applicant will have specific responsibility for the Douglas Youth Centre and for the training of part-time youth workers in the Eastern area of the island in addition to other duties. Further particulars of the island's Youth Service and a detailed job specification are available. For an informal discussion about the post, contact the Youth and Community Officer. (Tel: 0624 26262, Ext. 2126).

Application forms and further details of the terms and conditions of service are available from the Secretary, Civil Service Commission, Personnel Office, Central Government Offices, Douglas (Tel: 0624 26262, Ext. 2855) to whom applications should be forwarded on or before 1 October 1987.

**ISLE OF MAN CIVIL SERVICE**

## YOUTH & COMMUNITY

continued

### BIDSTOL

**DEPUTY PRINCIPAL YOUTH LEADER**  
Required in January 1988 or as soon as practicable. The successful applicant will have specific responsibility for the Douglas Youth Centre and for the training of part-time youth workers in the Eastern area of the island in addition to other duties. Further particulars of the island's Youth Service and a detailed job specification are available. For an informal discussion about the post, contact the Youth and Community Officer. (Tel: 0624 26262, Ext. 2126).

Application forms and further details of the terms and conditions of service are available from the Secretary, Civil Service Commission, Personnel Office, Central Government Offices, Douglas (Tel: 0624 26262, Ext. 2855) to whom applications should be forwarded on or before 1 October 1987.

## COMMUNITY EDUCATION SERVICE

### MANAGER

#### Chalvedon Youth and Sports Centre

An energetic and experienced Manager is required to sustain the substantial programme of social and sporting activities undertaken at this thriving Centre, which is situated in Basildon. The main Centre plus an annexe are based on local comprehensive schools, and extensive use is made of the Independent premises and the school facilities, which include a large sports hall.

Applicants should be qualified in accordance with the J.N.C. Report for Youth Workers and Community Centre Warden. Salary: J.N.C. for Youth Workers Range 4(c) £13,000 — £15,400 plus Outer London Fringe Allowance. An allowance of £414 per annum for a peak degree or £744 per annum for an honours degree is also payable for appropriate qualifications.

Application forms and job descriptions are available from the County Education Officer, Community Education Service, Threemilestone House, Market Road, Chelmsford (telephone Chelmsford 492211 ext. 30043). The closing date for applications is Friday 25 September 1987.

**ESSEX County Council**

The County Council is an equal opportunity employer and positively welcomes applications from all sections of the community.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

## YOUTH AND COMMUNITY SERVICE

continued

### HEREFORD AND WORCESTER COUNTY COUNCIL

#### YOUTH SERVICE

##### SPORTS DEVELOPMENT OFFICER

A joint Youth Services/ Sports Development Officer is required for a three-year term of office. The successful applicant will have specific responsibility for the development of youth sports in the County. The post is based at the County Sports Development Office, 100, High Street, Hereford, Herefordshire, HR1 1AA. Salary: £10,200—£13,400 p.a. plus Outer London Fringe Allowance. An allowance of £414 per annum for a peak degree or £744 per annum for an honours degree is also payable for appropriate qualifications.

Application forms and job descriptions are available from the County Education Officer, Community Education Service, Threemilestone House, Market Road, Chelmsford (telephone Chelmsford 492211 ext. 30043). The closing date for applications is Friday 25 September 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September, 1987.

For further information and application forms, please contact the Area Youth Office, Education Department, Portman House, Richmond Hill, Bournemouth BH2 8AR.

Closing date 28th September,







**Assistant to Education Officer £6843 - £11865.** A suitably qualified and experienced Lecturer 1 is required, from 1.1.88 for this new post to be responsible for the educational programme in a new Special Unit, HCPE, HM Prison and Remand Centre, Hull. You will undertake special training with prison staff for work in the Unit and will then plan and develop an appropriate programme which will include a craft workshop. Experience of group work, counselling and prison education advantageous.

**Lecturer I (Craft Workshop and Art) £6843 - £11865.** A suitably qualified and experienced teacher is required from 1.1.88 for this new post at HCPE, HM Prison and Remand Centre, Hull. You will undertake special training with prison staff prior to setting up a Craft workshop within the new Special Unit. You will be responsible for the Workshop and for Art and Craft within the Department. Experience of group work, counselling and prison education advantageous.

Application forms and further details for the above 2 posts from: Personnel Section, Hull College of Further Education, Queen's Gardens, Hull, North Humberside, HU1 3DG. (0482) 29943 Ext 223. Closing date: 28.8.87.

**Humberside County Council**  
Working towards equal opportunities

Are you highly self-motivated, yet have commitment to team work? Do you welcome responsibility and making decisions? Have you successful experience in the Education and/or Local Government Services? BRADFORD LEA is a large Metropolitan Authority, with an outstanding record for educational innovation and development. It now offers two posts with excellent opportunities for career development in education management.

**ASSISTANT SCHOOLS OFFICER (SPECIAL EDUCATIONAL NEEDS)**  
£14,301-£15,567 p.a.

You will be responsible for assisting in the regular management and administration of the special educational service, you will make a positive contribution to policy development and implementation in an Authority strongly committed to meeting special educational needs within a positive integration policy. E5487/TES

**ASSISTANT UPPER SCHOOLS OFFICER**  
£14,301-£15,567 p.a.

You will act as deputy in the upper schools section of the 13+ Division, playing a leading role in the preparation and implementation of policies in a wide range of existing developments current in our 24 schools. You will have particular responsibilities for teaching staff and governing body arrangements. E5488/TES

You will be well qualified, enthusiastic, have successful experience of managing and motivating staff, and be able to demonstrate positive commitment to equal opportunities. Closing date for both posts Monday 21 September 1987.

**WARDEN/INSTRUCTOR - Doe Park Sailing Centre**  
£11,070-£11,805 p.a.

A qualified and suitably experienced person is required to continue the development of this well established sailing centre, soon to move into new premises. You must possess at least an RYA Senior Instructor Certificate, a teaching qualification is desirable but not essential. A background in outdoor pursuits would be advantageous. Most important you will need to have proven organisational ability, together with the ability to motivate and enthuse others. E5318/TES

This Council supports the principle that all employees should be encouraged to be members of an appropriate trade union recognised for the purpose of negotiation and consultation.

Application forms are available from the Director of Personnel Office, Directorate of Educational Services, 2nd Floor, Provincial House, Market Street, Bradford BD1 1NP. Tel: (0274) 752356.

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability who meet the job requirements.

**City of Bradford Metropolitan Council**

**Assistant Director of Education (RESOURCE PLANNING)**  
£22,018 - £23,457

Avon County Council has an annual budget of £400 million and a population of 947,000. Its headquarters are situated in the County and the County itself is located in a very attractive part of the Country. The County has a wide range of leisure activities. Communication with the rest of the Country by air, rail and road are excellent.

The Education Department will spend some £217 million this year and has over 12,000 teaching and 13,000 non-teaching staff employed in some 600 establishments which offer a wide range of education facilities.

The successful applicant for this important second tier post will be a key member of the Management Team and will direct and manage the Resource Planning Branch which has particular responsibility for:

- forward planning
- building programmes
- preparation of the annual budget
- schools catering service

As well as displaying the drive and ambition which this demanding position requires, candidates will need to demonstrate previous experience at senior management level preferably with a local education authority, especially in forward planning and budget preparation. Applicants will also need to be graduates or equivalent, and be qualified teachers with significant teaching experience.

In addition to a salary within the above range, there is a comprehensive conditions of service package which includes:

- a substantial relocation allowance in appropriate cases
- up to 31 days holiday and 11 public holidays per year

Application by form only is available with further details from the Director of Educational Services, PO Box 270, Avon House, The Heymarket, Bristol, BS2 7TB, or telephone Bristol 265556 (telex) or on this number after office hours.

Reference number: GCU/00554/00 should be quoted when asking for forms which must be completed by 8 October 1987. Please also note that interviews will be held on 10 and 11 November 1987. Shortlisted candidates will be expected to attend on both days.

**EDUCATION DEPARTMENT**

Avon is an Equal Opportunity employer and considers applicants on their merits for the post, regardless of sex, race, disability or sexual orientation.

**Avon COUNTY COUNCIL**

## ADMINISTRATION L.E.A. CONTINUED

**LONDON BOROUGH OF HAVERING PROFESSIONAL ASSISTANT**  
Grade P01(D)  
Salary Range £13,506 - £14,769 plus £738 London Weighting

An opportunity exists for a person with proven successful teaching experience and organisational skills to embark on a career in education administration.

There are many new education initiatives under consideration at this time and their successful implementation will rely considerably upon the response given by the Director of Educational Services and his senior staff.

We are seeking applicants with an education commitment in the broadest sense, and who would wish to extend their career through an involvement with the management of the service.

This is an entry post to senior administration. The successful candidate will be supported in the performance of their new career with a full training programme. Whilst the majority of the work relating to this post will encompass secondary education and associated services, a variety of general topics will be assigned to the postholder to enable the widest experience to be obtained.

Relocation expenses in accordance with the Council's scheme will be considered in appropriate cases.

Further details and application forms are obtainable from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, RM1 3DR (ref: LG/358). Telephone: Romford 768999, Extension 4551, to be returned within 14 days of the appearance of this advertisement. 03870

**Havering**

**CAREERS OFFICER**  
£9,528-£10,392 inc.

Operating from attractive and well appointed centralised premises, Bromley Careers Service is seeking an enthusiastic and flexible Careers Officer to carry out the full range of professional duties as a member of one of its teams. Officers are expected to deal with all levels of ability and age of clients, although the majority of the caseload will comprise sixteen and seventeen year old learners in this instance.

The service operates an effective computerised matching and placing system for both permanent vacancies and YTS places and an extensive and popular information prescription service. CASCAID is also widely used.

You must hold or be about to obtain the Diploma in Careers Guidance.

For further information and an application form please contact: Chief Personnel Officer, Bromley Civic Centre, Redcross Avenue, Bromley, BR1 3UH. Tel: 01-290 0524 (24 hour answering service).

Closing date: 29th September 1987. Please quote Ref: E53.

**Bromley**

THE LONDON BOROUGH

**EDUCATION Education Officer (FURTHER EDUCATION)**

SALARY: currently £21,609 - £25,458, rising to £22,098 - £26,091 from February 1988

HOURS: 37 hours per week

LOCATION: County Hall, Bedford.

Applicants are invited from suitably qualified and experienced candidates for this second tier post in the Education Department from 1st January 1988 or as soon as possible thereafter.

The successful candidate will be responsible for overseeing all further and higher education in the County. This is a particularly demanding post with wide responsibilities across youth, adult and careers services in addition to provision in further and higher education colleges.

Essential Car User: Car Loan Scheme. Approved removal expenses paid.

HOW TO APPLY: Application form and further details available from O.J. Browning, CBE, MA, Chief Education Officer, County Hall, Bedford MK42 9AG or telephone Bedford 53222 extension 2155.

CLOSING DATE: 21st September 1987.

The Council is an equal opportunities employer and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

**Bedfordshire**

A Nuclear Free Zone

**LONDON BOROUGH OF HARROW**  
Civic Centre, Station Road, Harrow, Middx. HA1 2UH  
Tel: 01-863 5611, Ext. 2738.

Harrow is creating three new posts from January 1988 to co-ordinate services for children with special educational needs.

**ADVISORY HEADTEACHER**  
Group 7(S): £22,040 incl. LW

Headteacher of Shaftesbury School and Co-ordinator of Services for Children with Mild, Moderate and Specific Learning Difficulties.

The person appointed will be headteacher of this all-age day school for children with moderate learning difficulties and should have had experience of working with such children preferably in both special and ordinary schools or units. He/she will also develop and co-ordinate the provision within the Borough for children with mild, moderate and specific learning difficulties, as a member of the Advisory and Support Services. The two functions should be seen as equally important.

**CO-ORDINATOR OF SERVICES FOR CHILDREN WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES**

Headteacher Group 5(S): £19,794 incl. LW

The person appointed will be expected to develop and co-ordinate services for these children. These will range from supporting ordinary schools in identifying causes of disruption and developing approaches to reduce these, through to provision for children badly educated other than at school.

**CO-ORDINATOR OF SERVICES FOR CHILDREN WITH PHYSICAL AND SENSORY IMPAIRMENTS**

Headteacher Group 4(S): £18,546 incl. LW

The person appointed will be expected to develop and co-ordinate services for those children who need special means of access to the curriculum or who require the use of special teaching approaches. This will involve responsibility for children with physical, hearing, visual and language impairment.

Application forms from end to be returned to Education Personnel at the above address by 21 September. Interviews will be held on 30 September for the Advisory Headteacher post and on 14 October for the two posts of Co-ordinator. Please send stamped addressed envelope (A4) for application forms and further details.

**Harrow Education**

an equal opportunity employer

**EDUCATION DEPARTMENT**

**TWO GENERAL ADVISERS (PRIMARY)**

Soulbury Group 8 £16,785 - £18,273 p.a. (pay award pending)

Two new posts to strengthen the team responsible for inspection and support to schools having particular reference to curriculum provision and quality of work in rural Primary Schools.

Candidates should be graduates with experience as successful Heads of First, Primary or Middle Schools.

Application forms and further details from County Education Officer, Room 3, County Hall, Marlborough Lane, Norwich NR1 2DL to be returned by 25th September 1987.

**Norfolk County Council**

**EDUCATION DEPARTMENT ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)**

£15,567 - £16,773

Applicants must be graduates, have had teaching experience and, preferably, administrative experience in an Education Department.

The post carries particular responsibility for children and students with special educational needs, but it is expected that the Assistant Director of Education (Schools) will make a wider contribution to the Schools Branch as a member of the Senior Officers' team.

Application forms and further particulars may be obtained from The Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN. Telephone (061) 5676181. Ext. 2229, to be returned by 21st September, 1987.

**borough of sunderland**

This Council is an equal opportunity employer.

## ADMINISTRATION L.E.A. CONTINUED

**Buckinghamshire County Council**

An Equal Opportunity Employer

**Employment Specialist Careers Officer (USCO)**

Salary Scale 8: (£9,966 - £10,847 p.a.)

A probationer would be appointed on Scale 4 with progression straight to Scale 8 on successful completion of the probationary year.

**Careers Officer**

Salary Scale 4/5/8: (£7,659 - £10,647 p.a.)

Progression to Scale 5 for basic grade officers immediately following successful completion of the probationary year. Officers with three years experience in the Service can start on Scale 5.

The successful applicants, who will be either qualified careers officers or students shortly completing a Diploma in Careers Guidance, will join a team of 8 officers based in Aylesbury Vale. The Employment Specialist will work with unemployed young people and those on YTS with special responsibility for liaison with MSC. The Careers Officer will be dealing with the whole academic range of pupils and students in a mixed rural and urban areas.

Car user allowance. Attractive relocation package and car leasing scheme available. Application forms and further details from Chief Education Officer, County Hall, Aylesbury, HP20 1XA. Tel: Aylesbury 382532. Closing date: 25 September 1987.

**General Adviser**

WITH SPECIAL RESPONSIBILITY FOR ART AND DESIGN

£19,260-£20,766 (under review)

Applicants are invited for this new post which will add significantly to the Advisory Service's coverage of mainstream subjects. Applicants should have a good track record in teaching and experience at head of department or more senior level in schools or in higher/ further education. Some experience of advisory work would be an advantage but is not essential. This is a demanding post which includes a substantial general role involving liaison responsibilities for a group of schools and participation in secondary advisory team work in the areas of inservice education and staffing and curriculum matters. Breadth of educational experience and interests and good insights into current trends in art and design education will be sought in the applicants. It is hoped to make an appointment for 1st January 1988.

Application forms and further details (enclose three SAs) from The Director of Education (DMFO), Shire Hall, Shirefield Park, Reading RG2 9XE.

Closing date 28th September

**Royal County of BERKSHIRE**

AN EQUAL OPPORTUNITY EMPLOYER

**Northumberland County Council**

**Education Department**

**GENERAL ADVISER FOR MUSIC**

Salary Soulbury Group 8 £16785 - £18273 p.a. (award pending)

Post carries responsibility for all aspects of music education in schools, colleges and the community. Northumberland has a well-established peripatetic teaching team for instrumental tuition, a youth symphony orchestra and other bands and ensembles. Applicants are sought who are versatile music makers, outstanding teachers and good organisers, to join a well-established advisory team.

Post commences January 1988. Application forms and further details are available by forwarding a s.a.s. to the Director of Education, County Hall, Morpeth, Northumberland NE61 2EF.

Closing date 25th September 1987.

## HAMPSHIRE

A number of additional senior posts and an improved salary structure have resulted from a review and restructuring of Hampshire Careers Service. Applications are invited for:

**Senior Careers Adviser (Employment Services)**  
Salary up to £14,769.  
Based at Careers Service Headquarters in Winchester.

In addition to supporting the Assistant Director (Employment Services) the postholder will be responsible for the development of aspects of employment services on a countywide basis. (Ref. 10623A).

**Assistant Area Careers Advisers**  
Salary up to £12,882.  
Vacancies exist in the Portsmouth, Fareham/Gosport, Eastleigh, Winchester/East Hants and North West Hants areas.

The postholder, in addition to assisting the Area Careers Adviser, will be responsible for co-ordinating Area links with educational establishments and providing day to day supervision of staff based at the office to which they are appointed. (Ref. 10623B).

**Careers Advisers (Guidance Services)**  
Salary up to £11,805.

Vacancies exist in the New Forest and Southampton areas with the possibility of further vacancies in other areas.

The postholder, in association with schools and Careers Service colleagues, will provide a careers education, guidance and placing service to young people attending local schools. (Ref. 10623C).

Applicants should hold the Diploma in Careers Guidance and for the higher graded posts have appropriate Careers Service experience. Generous relocation expenses are available in appropriate circumstances.

We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.

Further details and an application form are available from the Careers Service Headquarters, Education Department, The Castle, Winchester. SO23 8UG, or telephone: Winchester (0962) 641841 ext: 370, quoting the appropriate reference number. Closing date for applications: 25th September 1987.

**Career Adviser (Employment Services)**  
Salary up to £11,805.

A vacancy exists in the Winchester/East Hampshire area.

In association with Careers Service colleagues the postholder will provide a careers education, guidance and placing service for young people not in full-time education. (Ref. 10623D).

**Careers Advisers (Further Education)**  
Salary up to £12,882.

A vacancy exists based at Highbury College of Technology, Portsmouth, also servicing Portsmouth College of Art, Design and Further Education.

The postholder will provide a careers education, guidance and placing service to students attending the colleges. (Ref. 10623E).

**Careers Adviser (Ethnic Minorities)**  
Salary up to £12,882.

Based at Southampton.

The postholder will be interested and preferably experienced in working with young people of New Commonwealth and Pakistani origin and have knowledge of an appropriate Asian language or be prepared to learn the basics of one. (Ref. 10623F).

**EDUCATION DEPARTMENT**

**Nottinghamshire Education Support Service**

The Nottingham Education Support Service represents an innovative approach to curriculum and professional support for schools and colleges. It has been created as part of the Nottinghamshire strategy for curriculum and professional development and brings together all those staff who work with schools and colleges. Its task is to contribute to the improvement of the quality of learning through negotiated and structured programmes of support for teachers/lecturers as well as pupils/students.

The service itself is comprised of six groups of staff as follows: The Classroom Support Service, The Section 11 Support Service, The Special Needs Support Service, The Dance and Drama Support Service, The Music Support Service and Off-Site and Resources Support Service. Each group is managed by a Head of Service who collectively with Senior Officers of the Authority comprises the Senior Management Group of the Education Support Service.

As part of the creation of the new service the Authority is recruiting for the following Senior posts:-

**Classroom Support Service** **Specific Responsibility**  
Senior Team Leader **Technology/Computer Projects**

All posts carry a casual car user allowance and applicants should possess a full drivers licence.

Details of the above posts and application forms are available from Nottinghamshire Education Support Service, The Cranmer Street Professional Centre, Cranmer Street, Nottingham, NG3 4HA. Tel: Nottingham (0802) 606237. Please indicate for which specific posts you require details. Closing date 23 September.

**Nottinghamshire County Council**

County Hall - West Bridgford Nottingham NG2 7QP

**An Equal Opportunity Employer.**



EDUCATION DEPARTMENT  
**PROFESSIONAL MANAGER**  
COUNTY INSET CENTRE, Wharfedale, Norwich  
Soulbury Group 6

**TEACHERS' CENTRE CO-ORDINATOR**

NORTHERN AREA TEACHERS CENTRE, Holt Hall, North Norfolk  
Salary Headteacher Group 4

These two new posts came about as a result of the DES funding arrangements for INSET (GRIST). The posts are complementary and both will play a major role in the development of the County's new INSET strategy. Persons of energy, creativity and understanding are sought who are sensitive to the changing needs of teachers and aware of the range of curricular and INSET initiatives taking place at national and local level.

YOUTH AND COMMUNITY SERVICE  
**ASSISTANT PRINCIPAL YOUTH AND COMMUNITY OFFICER (Leader Training)**

Soulbury Main Range posts 3-7  
Currently £14,649 - £16,149 p.a.

Experienced qualified youth workers or teachers (with youth work option) are required to be based at Norwich but have a county brief.

The Officer will be a senior member of the County's Youth and Community Service Team with special responsibility for leader training.

A rural perspective plus the ability to initiate innovative youth work alongside leaders during their training process is required.

Application forms and further details for the above three posts are available from County Education Officer, Room 5, County Hall, Martineau Lane, Norwich NR1 2DL.  
Closing date: 25th September 1987.

**Norfolk County Council**

**SENIOR EDUCATION OFFICER**  
(CURRICULUM AND TRAINING)  
Lincoln POL £16,773 - £17,976

This key post requires graduates with teaching and administrative experience.

We are looking for a committed, energetic and innovative person, capable of developing the opportunities provided by the recent developments in in-service education and in the curriculum.

Lincolnshire is an attractive county with comparatively cheap housing. An essential user car allowance is payable and relocation expenses are reimbursable in appropriate cases.

Application forms and job descriptions are available from the County Personnel Officer, County Offices, Newland, Lincoln LN1 1YL. Telephone (0522) 552221 (24 hour service). Please quote ED0683.  
Closing date 30th September 1987

**Lincolnshire County Council**

DIRECTORATE OF EDUCATION  
CAREERS SERVICE

**SENIOR CAREERS OFFICER**  
(SPECIAL NEEDS)

Salary: £16,704 to £21,385 per annum inclusive.

Applications are invited from suitably qualified, experienced Careers Officers for this senior post. The postholder will be responsible for the Service's work with special needs young people. The vacancy also offers the opportunity to work with young people in mainstream education.

A committed and determined professional is sought, preferably with several years of experience and interest in work with the handicapped.

The post is based at the Careers Centre in Boxley Heath.

A Casual User Car Allowance is payable and relocation expenses are available in approved cases.

Application forms and further details available from: Educational Services Secretary, Town Hall, Grayford, Kent DA1 4EN (Tel: 01-303 7777 Ext. 3646/3647). Closing date 25th September, 1987.

**Bexley London Borough**

**ADMINISTRATION L.E.A. CONTINUED**

COUNTY EDUCATION DEPARTMENT

**ASSISTANT EDUCATION OFFICER**

(SCHOOLS - EASTERN AREA)  
(Based at Portman House, Bournemouth)  
POST NUMBER COO43X

Applications are invited for the above post in the Schools Section, Bournemouth. The postholder will be a member of a team of four Education Officers led by the Area Education Officer. The team is responsible for the general management of schools in the Eastern Area of the County.

You should have appropriate qualifications and experience in teaching/lecturing, including management responsibility. Experience as an Education Officer in a local authority setting would be an advantage, but this post is suitable for candidates with a teaching/lecturing background who wish to make a career in educational administration.

Salary will be within Principal Officer Range (Points 38-41) £14,301 by increments to £15,587.

Application forms returnable by 23rd September 1987 and further details from County Education Officer (JMD), County Hall, Dorchester, Dorset, DT1 1XJ on receipt of a foolscap a.s. (Please quote post number).

**DORSET County Council**

**Deputy Divisional Education Officer (North Herts)**

Salary Scale: M4 £17,151-£18,372 rising to £17,541-£18,789 from 1st February 1988

**Assistant Divisional Education Officer (North Herts)**

Salary Scale: M1 £13,508-£15,162 rising to £13,812-£15,507 from 1st February 1988

Applications are invited from graduates for these two posts based in Hitchin.

Applications for the post of Deputy Divisional Education Officer will require experience in teaching and educational administration. The vacancy is created by the promotion of the current postholder to a senior position in another LEA.

Applicants for the post of Assistant Divisional Education Officer will require previous teaching experience at a senior level. This is a newly created post and is a good starting point for a career in education administration.

Further particulars including information about the Council's attractive recruitment incentive scheme, an application form may be obtained from the Divisional Education Officer, North Herts Divisional Education Office, County Council Offices, Grammar School Walk, Hitchin, Herts SG5 1JN, telephone Hitchin (0462) 38181.

Closing date for receipt of applications is 2nd October 1987.

**Hertfordshire County Council**  
An Equal Opportunity Employer

EDUCATION  
**COUNTY ADVISERS/INSPECTORS**

(a) Art/Design  
(b) Business Education/Economics  
(c) Special Education

SALARY: Burnham HT 8/9 (currently £16,785 - £18,273 and £18,655 - £19,587 respectively).  
HOURS: 37 hours per week  
LOCATION: Prebend Street, Bedford

Applications are invited from suitably qualified and experienced candidates for the above posts in the County Inspection and Advisory Service from 1st January 1988. Normally the appointments will be initially as County Adviser at Group 8 with the prospect of progress to County Inspector Group 9. The successful candidates will be responsible for advice and inspection in respect of their subject needs in schools throughout the County.

Essential Car User Allowance, Car Loan Scheme, Approved Removal Expenses Paid.

Previous applicants for the County Adviser/Inspector (Art/Design) need not re-apply as their applications will be re-considered.

HOW TO APPLY: Application form and further details are available from D J Browning, CBE, MA, Chief Education Officer, County Hall, Bedford, MK42 8AP or telephone Bedford 83222 Ext 2198

CLOSING DATE: Monday 21st September 1987.

The Council is an equal opportunities employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

**Bedfordshire**  
A Nuclear Free Zone

Re-advertisement  
PREVIOUS APPLICANTS WILL BE AUTOMATICALLY RECONSIDERED  
EDUCATION DEPARTMENT  
Required for January 1988 or as soon as possible thereafter

**PRINCIPAL ADVISER**

for In Service Education  
Soulbury-Burnham HT Group 11 (£20,787-£22,332)

The Principal Adviser, who is based at the County Education Centre in Chelmsford, works under the direction of the Chief County Inspector and is responsible for the production, delivery and evaluation of the County's in-service programmes. He/she will work in close association with the Education Officer (Inset Administration and Finance). Applicants should have substantial and appropriate experience in the training of practising teachers, particularly as it relates to the work of an Advisory Service.

Closing date: 25th September.

Generous relocation expenses are payable in approved cases.

Application forms and further details available from the County Education Officer (P), P.O. Box 47, Thredneedle House, Market Road, Chelmsford CM1 1LO. Telephone Chelmsford, 492211 Ext. 20255

**IN SERVICE ADVISORY TEACHER**  
(Incentive Allowance 'D')

For School Self-Review (The GRIDS Project)

Required for January 1988, an experienced teacher to be responsible for the delivery of in-service training and continuing support for the GRIDS Project in primary, secondary and special schools. Practical experience of the use of the GRIDS procedures would be an advantage.

Travel expenses payable.

Removal and relocation expenses of c.£4,000 are available, for those who qualify.

Closing date: Friday September 25th 1987.

Please send foolscap a.s. for details and application form to: County Education Officer, P.O. Box 47, Thredneedle House, Market Road, Chelmsford, CM1 1LO.

**ESSEX County Council**

**LONDON BOROUGH OF HAVERING EDUCATION DEPARTMENT**

**CAREERS OFFICER**

RAINHAM

Grade APTC Scale 5/6

Salary £9,528-£11,385 p.a.

Energetic and enthusiastic Careers Officer required to carry out the full range of Careers Officer duties. Qualified and/or experienced Careers Officers preferred.

Further details and application forms available from the Director of Educational Services, Mercury House, Romford, Essex RM1 3DR (Ref. Staffing ILG1357). Tel: Romford 788999 ext 4551. Closing date 25th September 1987.

Education Department  
**TVEI Assistant Co-ordinator**

(Salary Burnham Headship Group B: £21,249)

Applications are invited from appropriately qualified and experienced candidates for this key post from January 1988 or earlier if this can be arranged. The Authority's proposals for development funding in preparation for the County extensions of TVEI have been approved by MSC from September 1987. The Authority is now looking to extend its Pilot Project by a phased county extension.

The Assistant Co-ordinator will be required to work initially in the North/Eastern and Selby administrative areas of the County.

Application forms and further details are available (on receipt of stamped addressed envelope) from the County Education Officer, Room 523, 1 Racecourse Lane Building, County Hall, North/Eastern DL7 8AE to whom they should be returned within fourteen days of the appearance of this advertisement.

**WEST YORKSHIRE COUNTY COUNCIL**

**ADMINISTRATION L.E.A. CONTINUED**

LONDON BOROUGH OF BARNET

**DIRECTORATE OF EDUCATIONAL SERVICES TVEI PROJECT CO-ORDINATOR**  
SALARY: Soulbury Headteacher Group 8

Applications are invited for the important post of Co-ordinator of our TVEI Pilot Project. Barnet is a fourth round TVEI Authority and the post becomes vacant on 1st January, 1988.

A comprehensive job profile and list of duties of the post will accompany application forms, which are available from the Recruitment Office, 18/17 Santal Square, Brent Street, Hendon, London, NW4 2EN. Telephone 01-202 8282 Ext. 2372 (01-202 8802 outside office hours).

Closing date 24th September, 1987

Ref: 603/PCO

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

**LONDON BOROUGH OF BARNET**

**WILTSHIRE COUNTY COUNCIL Education Department**

**ADVISER FOR SCIENCE**

Salary: Soulbury Scale (Burnham Headship equivalent Gp.8)  
£16,785 to £18,273

The vacancy results from the internal promotion of the present Adviser. Applicants will be required to take up the post from 1st January, 1988, or earlier if possible.

The Authority is fully committed to the development of a balanced science curriculum for all pupils of statutory school age.

Further details and application forms obtainable from the Chief Education Officer (ST/INJB), County Hall, Trowbridge, Wilt., BA14 8JH (tel. Trowbridge (02214) 3641 Ext. 2480) quoting ref. E.B.306. Previous applicants need not re-apply.  
Closing date 25th September 1987.

An Equal Opportunities Employer

(03768)

**MANAGER OF FURTHER EDUCATION**  
MARKETING/OPEN PLANNING UNIT  
£13,152-£15,162

to assist the Authority in the establishment of a Marketing/Open Learning Unit which will offer practical support to colleges, in particular through the development, maintenance and dissemination of up-to-date information and through involvement with the submission of bids for funding from external agencies.

We are looking for a person with drive who will have had experience of management within industry and/or an industrial training establishment and/or teaching within Further Education.

You should possess a Degree and/or an appropriate professional qualification and will be expected to hold a current driving licence. A casual car allowance is payable.

Job description and application form, returnable by 28 September, from the County Education Officer, Education Department, Springfield, Maidstone, Kent, ME14 2JL, telephone (0222) 671411 ext. 2533. (Ref. PFR).

50910

**KENT COUNTY COUNCIL**

EDUCATION DEPARTMENT

**EDUCATION OFFICER**  
(Schools)

SMC 2  
£22,482 - £24,693  
Post No. B0003

Following the promotion of the present post holder to a post of Deputy County Education Officer, applications are invited from graduates with experience in teaching and in the administration of education at a senior level.

The post of Education Officer (Schools) entails acting as the senior professional representative of the County Education Officer in one or more administrative areas of the County but also assisting with, or being responsible for, assignments on a wider, including County-wide basis. The eight senior officers occupying the post of Education Officer (Schools) operate as a team and the balance between local territorial duties and County-wide duties in individual cases will vary. The person appointed will be based at the County Education Office, Chelmsford.

Amongst the benefits offered are generous relocation expenses and car leasing facilities.

Closing date: 25th September 1987.

Application forms and further details available from (a.s. please) the County Education Officer (P), P.O. Box 47, Thredneedle House, Market Road, Chelmsford, CM1 1LO. Tel: Chelmsford (0246) 492211 Ext. 30255.

(03988)

**ESSEX County Council**

Education Department

From January 1 or as soon as possible thereafter.

**East Sussex**

**COUNTY CURRICULUM ADVISER FOR MATHEMATICS**  
**COUNTY CURRICULUM ADVISER FOR HUMANITIES**

East Sussex has a strong advisory service and a tradition of positive curriculum and staff development in schools and colleges.

These posts offer excellent opportunity for candidates with successful experience in teaching and preferably with experience of work in the advisory service.

The successful candidate will have a strong commitment to these key areas and will be expected to display enthusiasm and vision to give clear leadership at a time of rapid change in education.

All advisers are encouraged to contribute to wider tasks of the advisory service and will need to work closely with other advisory staff.

Salary for both posts on Solbury Head Teacher group 8. £18,075 - £19,587 pa (salary under review).  
Relocation grants in approved cases.

Application forms and further details from County Education Officer, PO Box 4, County Hall, Lewes BN1 1SQ.

Please quote reference PNT/SLE and enclose a large SAE.  
Closing date: September 25.

East Sussex is committed to equal opportunities.

(03038)

**PRINCIPAL ASSISTANT EDUCATION OFFICER**

Up to £21,570 p.a. plus essential car user allowance and excellent benefits package.

This is a new post created to deal in part with the work arising from recent legislation and together with another Principal AEO Post, to cover the day to day management of the Schools Division. The duties allocated will depend upon the experience and strengths of the successful candidate. This is an important middle management post and candidates should be graduates with a second educational qualification and significant administrative/management experience.

The Benefits:  
\*100% Relocation Expenses \*Lodging/Commuting Allowance \*Settling-in Allowance \*Flexible Working Hours \*Generous Holiday Entitlement.

Application forms and further details from the Personnel Department, Civic Centre, High Street, Uxbridge, Middlesex, UB8 1UW. Telephone Uxbridge 50589 (24 hour answering service available). Please quote reference number E26/87X. Closing date 26 September 1987.

Hillingdon, as an equal opportunities employer, welcomes applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability.

(03764)

**Metro Rochdale**

**STRIVING FOR EQUAL OPPORTUNITIES**  
Your application will be judged solely on its merits

**EDUCATION DEPARTMENT AREA CAREERS OFFICER**

Careers Centre, Chapel Chambers, Wood Street, Middleton, SO2 212B - 21282

This post is responsible for the management of the work of the Careers Advisory Service in the Middleton and Heywood areas of the metropolitan Borough.

This involves supervision of Careers officers and support staff in two careers centres. The postholder is also a member of the Careers Service management team and will be expected to play a broader role in the development and implementation of Career Service Policy.

Applicants must hold the Diploma in Careers Guidance and have had significant evidence of working in the Careers Service.

A casual user car allowance is payable and applicants should therefore possess a full current driving licence.

Applications with removal and other expenses etc and temporary housing accommodation may be available.

Applications available (Quote 812) from Chief Personnel Officer, PO Box 68, Municipal Offices, Smith Street, Rochdale OL16 1XG. Telephone Rochdale 519634, to be returned no later than 25 September 1987.

**AN EQUAL OPPORTUNITIES EMPLOYER**

**Trainee Careers Officer**  
(Scale 2) £6,963-£7,524

Applications are invited for the above post from candidates preferably over the age of 22, with at least two years experience of employment to commence work at the beginning of December 1987. Other candidates should have considerable experience in appropriate employment. You will be seconded on salary plus approved expenses to a full-time course for the Diploma in Careers Guidance from January-December 1988, and will be required to sign a minimum of two years thereafter.

Application forms and further information are obtainable from the Education Personnel Unit, Education Department, PO Box 55, Civic Centre, Silver Street, Enfield, Middlesex, EN1 3XG. Tel: 01-366 9086. Closing date 25th September 1987. Please quote ref. DE/867/104.

(17488)

**London Borough of Enfield**

An Equal Opportunity Employer











